

Quality Counts

Indiana Charter School Program Grant

REQUEST FOR PROPOSAL 84.282A

2018-2019

Final Approved Version

Final Due Date: July 31, 2018 4:30 p.m. ET

Technical Assistance Opportunities

**Technical
Assistance Webinar:**

<https://www.doe.in.gov/grants/charter-school-program>

**Submit application and
budget at:**

<https://form.jotform.com/73124027451952>

Federal Program Title:	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
Federal Agency:	U.S. Department of Education
State Agency:	Indiana Department of Education
CFDA Number:	84.282A
Award Name:	Quality Counts FY 18
Award Number:	<i>U282A170017</i>

Important Dates

May 15, 2018 : Project period start date—the date to which grant awardees are able to date back reimbursements

June 27—June 28, 2018: Technical Assistance appointments

July 31, 2018 4:30 p.m. EST: Proposal due date

August 1, 2018: Start of peer review period

September 1, 2018: Notification of initial awards

July 12, 2018: Quarterly charter school authorizer collaboration meeting

Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open a new school, expand an existing school, or replicate a high-quality public charter school. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools, which are demonstrated by

New schools wishing to open

- 1) Based upon the submitted plan
 - a. A new school applicant will be deemed high quality upon IDOE receipt of their peer reviewer score, which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

Existing schools wishing to expand or replicate will be considered a high-quality applicant by meeting the below requirements and based upon the submitted plan which will be compared against the range of scores in that cohort and a threshold score requirement for applicants.

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective

action plans with the IDOE.

- a. Student Safety:
- b. School Finance
- c. Operational Management
- d. Statutory or Regulatory Compliance

- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months. Evidence of a new school being developed should be in the form of authorizer meeting minutes documenting receipt or approval of a charter, a school corporation number issued by the IDOE, or documentation of an existing charter modification. Other evidence may be accepted per the discretion of the IDOE.

Replication of a High-Quality Charter School: Replicate means to open a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

Expansion of a High-Quality Charter School: Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

Early Childhood Programs: According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school for any part of the day. The school may charge reasonable curricular fees.

Early Childhood programs must be a site that will offer pre-school or pre-kindergarten directly through the charter school, and include at least one grade in Kindergarten through 3rd grade. (Early Learning is defined as birth through age 8).

Postsecondary: Refers to secondary charter schools (e.g. high schools) that promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program. Post-Secondary education is considered to be grades 9 through 12.

Rural: The charter school must be located in a rural local code, as defined by the U.S. Department of Education. If you are a new charter school and do not yet have a rural designation by the U.S. Department of Education or the Indiana State Department of Education, we will use the local education agency in which the charter school is located.

Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The planning period ends at the end of the business day before the first day of school. Thus, the grant recipient's first day of school (for students) will be considered the first day of year one funds. The planning period budget may not exceed \$300,000 and the planning period timeline may not exceed 18 months. The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

Fund availability will begin on the due date for applications. Therefore, Cohort 2 applicants, if approved, may submit reimbursements dating to May 15th, 2018, as the project period start date mentions above. However, spending is done at the applicant's own risk until the budget is formally approved by the IDOE.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to four years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the four-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades

if the school is a high-quality charter school. A charter school may not have more than one Quality Counts subgrant at a time, but does not affect their eligibility for additional technical assistance opportunities offered through the Quality Counts grant.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
 - a. Providing professional development; and
 - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
 - i. Teachers
 - ii. School leaders
 - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction). Minor repairs and renovations must not increase the value of the property and may only qualify if they help the building meet structure codes and regulations as dictated by state or federal law. Renovations must be approved in writing by the IDOE and can only date back to the submission date of the application.
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school
- 5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the [US Department of Education's ESSA Flexibility Frequently Asked Questions \(FAQ\) from December 2017](#).

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all

costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

Monitoring

The department will utilize a risk assessment tool to determine the depth and breadth of monitoring required for subgrantees (CSP grant recipients). Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

Desktop Review: Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Visit: IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions including re-payment of CSP grant funds.

Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

Enrollment Policy: Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5⁶ provides that a charter school may give enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. In accordance with Indiana code IC 20-24-5-5, students who qualify for free and reduced lunch may also be given preference in school admission if the preference is specifically

provided for in the charter application and approved by the charter school's authorizer. In order to meet the federal definition of a charter school, the preference must be slight, as determined and approved by the IDOE for federal grant purposes, and must be clearly defined in the charter application and school enrollment policy. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

Tuition and Fees: Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. Additional guidance may also be found in the [Nonregulatory Guidance for CSP funds](#), however this document is in the process of being updated. Technical Assistance meetings will be available on June 27th and June 28th and may be scheduled by e-mailing Charter School Specialist Amreen Vora at avora@doe.in.gov. If further opportunities for technical assistance are needed beyond these dates, then the prospective applicant may email the IDOE charter school specialists, Beatriz Pacheco at bpacheco@doe.in.gov or Amreen Vora at avora@doe.in.gov.

Submission Process

Email the full application and budget by the submission due date of July 31st, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Quality Counts:
Indiana Charter School Program Grant Application
2017-2018

Applicant Entity: Ignite Achievement Academy, Inc.

Contact Person for Grant: Shy Quon Ely	Title: Founder and Head of School
Total Grant Funds Requested: (Up to \$900,000): \$900,000	Total Project Period Months Requested (24-48 months): 36
Application to: X Open Expand Replicate	Expected Date School will Open, Expand, or Replicate: August 2017
Charter Authorization Approval Date: 2017 If not approved, please check Pending: <input type="checkbox"/> Indicate date on which charter application was submitted:	Charter Application Renewal Date: 2024
<p>Have you submitted a charter application for authorizer approval to more than one IN authorizer agency within the past three years?</p> <p>Yes: <input type="checkbox"/></p> <p>No: <input checked="" type="checkbox"/></p> <p>If YES, please list to which authorizing agencies the applicant has submitted a charter application. Please provide the date of application and indicate approval or denial status, as applicable:</p>	
Proposed Charter School Address: 1002 W. 25th Street Indianapolis, IN 46208	
Applicant Address (if different than proposed address):	
Applicant Telephone: 317.226.4242	Applicant Email: sely@igniteindy.org
Fiscal Contact	
Fiscal Manager: April Hubbard	Title: Business Operations Manager
Telephone: 317.226.4242	Email: ahubbard@igniteindy.org

Charter School Board Contact Information

1. Board President: Rod Haywood 2. Email: rod@haywood@gmail.com

3. Board President Address: 1002 West 25th St. Indianapolis, IN 46208

Authorizer Contact Information

1. Authorizing Agency: Indianapolis Mayor's Office of Education Innovation 2. Authorizing agency contact person: Patrick J. McAllister

3. Authorizing agency contact telephone: 317-327-7458 4. Authorizing agency contact email: patrick-mcallister@indy.gov

5. Authorizing agency address: Indianapolis City County Building 35 N. Pennsylvania St. 25th Floor Indianapolis, IN 46204

20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant has notified them of application submission. Signature by the designated authorizer official indicates that the CSP grant application is supported by the proposed charter school authorizer.

If the applicant is currently in the process for authorizer approval, the signature below does not indicate that the prospective charter school's application to the authorizer will be granted.

Charter school applicants without an approved charter at the time of submission will not be able to access funds until the IDE receives authorizer notification of an approved charter. Deviation from the timeline or the activities in the approved grant is grounds for forfeiture of the CSP funds.

Patrick McAllister Director

Authorizer Official Printed Name Title 7/24/19

Signature Date

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (please check each box by clicking inside the box).

- ☒ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.
- ☒ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open with 18 months.
- ☒ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.
- ☒ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.
- ☒ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.
- ☒ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.
- ☒ 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [ESEA, specifically section 4303, which begins on page 246](#), in

the hyperlinked document.

☒ 8. Subgrant recipients ensure that the Charter School will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

☒ 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees and information regarding textbook assistance), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

☒ 10. It is the responsibility of each Charter School that receives funds under this grant to comply with all required federal assurances. Any Charter School that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

☒ 11. The applicant agrees that in order to receive funds from the FY 2018 CSP funds, they must have an approved charter granted to them by an authorizing body by the time of the anticipated beginning of the Planning Period or Year 1 listed in the grant.

☒ 12. I hereby certify the plans for safe school and emergency preparedness for the school corporation have been reviewed and revised if necessary as required by Title 511 IAC 6.1-2-2.5 of the State Board of Education rules. I certify that the school leader has submitted evidence to the state via <https://www.doe.in.gov/safety/safe-schools-and-emergency-preparedness-planning-certification-form> to indicate that such a plan is in place. Plan has been included as an appendix in the application.

For more information about developing a Safety Plan, please contact the School Building Safety and Security Department at the IDOE, David Woodward, Director, dwoodwar@doe.in.gov, Ryan Stewart, School Safety Academy Specialist, rstewart@doe.in.gov, Deborah Swain-Bayless, School Safety Specialist, dsbayless@doe.in.gov.

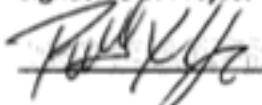
I have read the above and agree to all terms and assurances.



Signature of Project Contact

__7/20/2018__

Date Signed



Signature of Board President

__7/20/2018__

Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-19	K-6	552
Second Year 2019-2020	K-6	552
Third Year 2020-2021	K-6	552
Fourth Year		
Maximum		
Student Demographics <i>indicate if actual or expected percentage of total student population</i> <div> <div>X Actual</div> <div>Expected</div> </div>		
Free/Reduced Price Lunch: 100%	Special Education: 16%	English Learners: 9%
Black: 77%	Native Hawaiian or Other Pacific Islander: 1%	Hispanic: 11%
American Indian: 0%	Multiracial: 7%	Asian: 0%
White: 4%	Male: 52%	Female: 48%
Grant Requirements		

Expanding and Replicating Schools High Quality Determination

☐ The applicant confirms that they are an expanding school applicant as evidenced by a 50% or more increase in student population, or the addition of one or more grade levels in the school. (If not applicable, leave blank).

☐ The applicant confirms that they are replicating a high quality school model, as evidence the school whose model they replicating having an Accountability grade of A or B. (If not applicable, leave blank).

As an Expanding or Replicating School applicant, an Accountability grade of A or B can be confirmed:

☐

N/A: ☒

No Significant Issues as demonstrated by no open corrective action plans with the IDOE in the following areas:

School Safety: ☐

School Finance: ☐

Operational Management: ☐

Statutory or Regulatory Compliance: ☐

English Learners: ☐

N/A: ☒

By checking the box the expanding or replicating applicant confirms they are meeting subgroup needs: ☐

Compliance with this standard demonstrated by the school not being considered under targeted support & improvement as defined by Indiana's ESSA plan. ☐

N/A: ☒

By checking the box, as a developer of a new, high quality charter school I confirm that the school has opened within the past three years (Fall 2015) or submitted a charter application and plans to open within 18 months. ☒

N/A: ☐

If the applicant is applying for one of the competitive priorities, the applicant confirms that they meet the requirements listed in the instructions for:

Early Childhood Program: ☐

Post-Secondary Program: ☐

Rural Locale: ☐

N/A: ☒

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	to * *Max 18 months	* *Max \$300,000 for planning year
Year 1 Implementation	Sept 1st to July 31 st , 2018	\$300,000
Year 2 Implementation	Sept 1st to July 31 st , 2019	\$300,000
Year 3 Implementation (if applicable)	Sept 1st to July 31 st , 2020	\$300,000
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		\$900,000* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Jessica English Email: jenglish@igniteindy.org Phone Number: 317.226.4242
English Learners (including Title III):	Contact Name: Jessica English Email: jenglish@igniteindy.org Phone Number: 317.226.4242
Title I, Part A:	Contact Name: Jessica English Email: jenglish@igniteindy.org Phone Number: 317.226.4242
Title II, Part A:	Contact Name: Jessica English Email: jenglish@igniteindy.org Phone Number: 317.226.4242

Management Organization Information		
Will the school work with a charter or educational management organization? Yes X No		
If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school Employed by the management organization	
Note about management organizations: Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization. Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.		

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).

Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored. Please see above instructions for guidance on qualifying for one of these three competitive preference points.

Applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer; however, all answer content must be included in the response area for this question. Applicants may not reference pages in their charter application or other appendices as a substitute for responses provided below. Appendices may be referred to for additional context to the applicant answer for each questions as appropriate. Appendices will not inform the rubric score on the below questions.

Clearly label your responses by section and question number for scoring purposes.

CPP1: Provide an overview of the early childhood, postsecondary, or rural area model, the expected targets and outcomes, and how the expected targets and outcomes, supported by qualitative or quantitative data or specific measurable and accessible goals, will impact one or more of the unique populations targeted in this section. Rural area models must be in a rural local code, as defined by the U.S. Department of education. **2 page limit for optional elements.** Indicate areas of focus:

1. Early Childhood
 Postsecondary
 Rural Areas

Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, applicants may use adapted or direct content from their charter application submitted to an Indiana authorizer, however, all answer content must be included in the answer to the question. Applicants may not reference to pages in their charter application or other appendices as a substitute for answers. Appendices may be referred to for additional context as appropriate.

Thirty page limit for required element responses. Page limit does not include appendices or budget.

Clearly label your responses by section and question number for scoring purposes.

1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

Ignite Achievement Academy (IAA) is a new innovation charter school serving K-8 students in the historic Elder Diggs Elementary #42 in the Indianapolis Public School system. Diggs was rated a F in 2012-13, 2013-14, and 2014-15. Given their record of underserving the community, Diggs transformed into an innovation charter school in 2017. IAA provides students with a holistic curriculum built upon cultural and community responsiveness, project-based learning, and the leading literacy, socio-emotional, and neuroscientific research. CSP funds will be used to provide staff with professional development in the areas of culturally responsive practice, PBL, and neuroscience over the course of three years. Additionally, IAA will be renovating the Diggs facility with necessary updates to ensure that the curriculum is implemented with fidelity.

1a) Describe the vision of the charter school.

The Ignite Achievement Academy (IAA) vision is to enhance the community through unleashing each child's inner genius by igniting a passion for lifelong learning, independent critical thinking, and increasing levels of cognitive and intellectual development. The mission of IAA is to provide the community with an accelerated learning institution that propels scholars academically by utilizing a holistic curriculum built upon cultural and community responsiveness, project-based learning, and the leading literacy, socio-emotional, and neuroscientific research; thus providing scholars robust opportunities for enrichment, empowerment, and increasing degrees of achievement in every field of endeavor.

- We assert that all children can learn and grow academically.
- We assert that a strong and safe culture will drive academic success.
- We assert that scholars learn best in engaging, personalized, Socratic (Maieutic method) environments that are data driven and provide for maximum interaction with information by scholars and teachers.
- We assert that all children have an inner genius waiting to be unleashed.

- We assert that the application of neuroscientific research and culturally responsive pedagogy should be at the foundation of curriculum, instruction and school culture.
- We assert that a holistic program is necessary to inspire the deepest levels of academic and socio- emotional health and well-being.
- We assert that scholars will reach more of their potential when the family and community stakeholders are in harmony with school efforts, policies and initiatives.
- We assert that scholars must be exposed to and continually challenged by rigorous college/career prep school experiences at the pre-school level and beyond.
- We assert that project based-learning is most impactful when the project is community centered, and utilizes the at large “community as the classroom.”

1b) Describe the particular need for the school within the specific community, and the communication plan to the community about the charter school.

administered a survey given to parents and members of the community to assess the demand for Ignite Achievement Academy. This survey consisted of eight questions aligned to the 4 pillars of Ignite’s proposed school model- Acceleration, Habits of Success, Enrichment and Community Involvement. For questions 1-8, respondents were provided with a statement and asked to respond utilizing a Likert Scale ranging from 1) Not at all important to 5) Very important. For questions 9-10, a yes or no response was required and for question 11, a 1-2 sentence optional response was encouraged.

The participants selected to provide feedback were parents of elementary school-aged children in Indianapolis. The survey was offered on-line, in addition to paper-pencil in both English and Spanish. The Co-Heads of School were intentional about ensuring the survey reached a variety of demographics throughout the city. Based on the results of this survey, 100% of the 45 respondents stated there was a need for this type of school in Indianapolis and that they would send their child to this school. In addition, all Likert scale responses to the eight questions pertaining to the 4 pillars received response rate averages or 4.5 or higher out of 5.

The needs expressed in the survey will assist in ensuring strong outcomes and investment are delivered that have lasting impressions on the scholars and the community at large. Ignite also plans to conduct in person interviews with potential families. Additional dialogue with these stakeholders will provide evaluation of interest in the school’s neuroscience model and proposed location. It will also assist with connecting and building a rapport with people who show a vested interest in the school. Reaching out to the public and building these connections will help to establish the demand to educate scholars within the proposed location.

When opening the school, IAA worked collaboratively with IPS to find the right location within the district for their unique model. IAA worked with IFF to better understand the needs in the community. After working with both IPS and IFF, the Diggs site was selected. School leaders spent considerable time attending community meetings, IPS board meetings, canvassing the neighborhood, rolling out their website, and attending community events to communicate with the larger community about the changes taking place at Diggs. IAA is in the process of taking bids from educational marketing firms to establish a thoughtful communication plan specific to the CSP grant goals. IAA will work with the contractor to assess the communication needs of the school specific to the CSP grant and roll out comprehensive communication plan that will be implemented over the 3-year award. Additionally, IAA will be hiring a social media consultant with extensive experience working with schools. Eight³¹

Photography will be providing support to Ignite to ensure that their social media (Facebook, Twitter, Instagram, and Snapchat) are all effectively sharing the work taking place at IAA as part of their communication plan.

1c) Describe the curriculum framework to be used in the school, including the key evidence-based instructional practices and the research base that guides curriculum development.

Our understanding of the structure and function of our thinking organ has great implications in most walks of life; but certainly with respect to education- the discipline of accumulating and applying knowledge and understanding. After all, the brain is the most integral learning organ that we possess. We are learning more about the brain now than we have previously in centuries of query. Everything we do uses our brain; conventional wisdom suggests understanding more about it and applying that knowledge (Jensen, 2008, p.408)

The brain's function is the most integral component of teaching and learning, not just for scholars needing engaging forms of remediation, but also for those that are ready for enrichment and acceleration. Brodnax states, "using instructional strategies that are more compatible with how the brain constructs meaning and creates memory could be more crucial now than ever before" (Brodnax, 2004, p. 3). The implications of deliberate brain-compatible instruction in remedial, as well as enrichment circumstances, are truly and positively nation changing. As America's history shows, those that are able to change this nation positively, have also changed the world. A neuroscientific approach to teaching and learning has the capability of transforming education in this community, and at increasing breadths of influence. If more students are exposed to brain-based methods of thinking and learning, then inevitably more students become scholars and are able to learn more deeply, efficiently and effectively. The application of intentional brain-compatible research and instruction in remedial, as well as accelerated educational circumstances, may ultimately lead to true mass education for this nation and an overarching shift in the bell curve. Instruction and learning stemming from neuroscientific research and understanding is likely to shift the paradigm for school and scholar performance, and the implications and benefits are innumerable (Caine & Caine, 1994; Hart, 1998; Jensen, 2008). IAA will be a beacon for this kind of forward research, dialogue and practice.

Ignite Achievement Academy has designed an educational model that will apply intentional brain-compatible research and instruction. After careful study of Achievement First's Greenfield Model, it is clear that many of its components align to IAA's vision, mission and neuroscientific approach. Achievement First is a network of 32 high-performing charter schools serving scholars in five cities across the United States. During the 2015-16 school year, Dr. Deborah Sawch conducted a case study on the elementary school implementation of this model, which was piloted in the kindergarten grade level [SEE ATTACHMENT 3]. The model has been proven to heed results for children in the demographic being served. In fact, End of Year Reading scores revealed exceeded targets of 90% proficient and 40% advanced in the Kindergarten pilot. Northwest Evaluation Association MAP Assessment math growth revealed that 60% of scholars scored within the 75th percent growth percentile or higher, surpassing Achievement First's target goal of 45%.

The Greenfield Model is designed to answer a key question: How can our scholars be the best prepared scholars in the world? How can we prepare them to be contributing members of society, that upon graduation have the skill sets to successfully navigate enrollment and completion at a higher education institution, employment at the business of their choosing or enlistment in the armed forces to serve their country?

Ignite Achievement Academy will serve scholars through four main pillars of its model:

1. Accelerated Academics

The core curriculum will be aligned to Common Core and Indiana Academic Standards. The Understanding by Design outline focusing on backwards planning will undergird and support the deliberate and intentional creation of chief aims, assessments (in a variety of forms), and lessons and lesson planning **[SEE ATTACHMENT 4]**. The school will draw upon the research of Dr. Henry Levin's accelerated school philosophy specifically designed for "at risk" students through an Accelerated Schools Program (ASP) model. The Accelerated Schools models that have been successful have stuck to the "80 percent buy-in requirement" (Levin, 2001, p. 9). This involves a democratic process in which the culture is driven by all stakeholders. This means that all stakeholders must have a vested interest in the transformation of the school for the overall betterment of not just the school itself, but the entire school community at large. "Equity, participation, communication, collaboration, community, reflection, experimentation, trust, risk-taking, and the school as the center of expertise are among the central values that orient all actions of an Accelerated school" (Levin, 2001, p. 14).

2. Habits of Success

Ignite Achievement Academy does not only desire strong academic outcomes for its scholars, but also relies heavily on ensuring scholars develop the Habits of Success to promote productive and joyful lives. Scholars are trained to develop growth mindsets and to become critical thinkers. These key elements include personal growth, drive, empathy, gratitude and curiosity. The educational foundation will center upon the latest research in neuroscience, brain compatible teaching and learning, and the attitudes and techniques consistent with this progressive research. In that way, we can leverage and create a learning environment where teaching and learning is more efficient and achieved at continually deeper levels. Additionally, the curriculum will be fortified by alliances with some of the leading researchers and scientists in the country and field of brain research and culturally responsive pedagogy. The school will also incorporate a series of mindfulness/brain exercises to enhance scholars' brain function, mental acuity, and socio-emotional intelligence. An academic rhyming block will use multisensory strategies, especially academic rhyming/songs to help solidify key concepts carried vertically across grade levels to ensure mastery. Brain-based academic supports that engage scholars to peak performance largely through music will be carried out with fidelity. Additionally, the day will include three brief periods of "mental minutes" which serve as a full school mindfulness practice/reset for approximately 2-3 minutes at a time. In these moments, scholars take time to center their minds, refocus, visualize, and reiterate a positive school-wide focus.

3. Excellence in Enrichment

Additionally, aspects of the curriculum will center on project-based activity as well as community activity so that scholars can practice application of their learning while using the "community as the text" in order to make knowledge relevant and to build strong connections. A focus on STEAM (Science, Technology, Engineering, Arts and Mathematics) will drive a majority of the Self-Directed Learning Blocks throughout the day and Multi-Tiered Systems of Support will be embedded during the elective blocks to focus on areas such as literacy and mathematics in the form of "labs" to assist struggling scholars. Lastly, a fully functioning Brain Lab **[SEE ATTACHMENT 5]** will be open to the scholars and teachers to provide an opportunity to explore and apply brain-based research and principles. Access to this lab allows for further expansion and exploration on school-wide neuro-science initiatives.

The forward research of pioneers in the field such as Dr. Judy Willis, Dr. John Medina, Win Wenger and Eric Jensen are at the forefront and fabric of our academics and school culture. Not only does this model have a focus on the brain science of teaching and learning, but also an intentional commitment to the intellectual, cognitive and socio-emotional development of our student population. While the educational model will highlight quantitative analysis, IAA will exercise a commitment to qualitative learning as well; pursuing increasingly effective and deeper levels of understanding aside from rote education. IAA embeds the maieutic process to this end, restoring the quantitative learning versus qualitative learning balance. Research and professional development adapted from Dr. Win Wenger's Project Renaissance is a staple of this aspect of the educational model.

Project Renaissance capitalizes on the Socratic function of education: “Education” (as educare), means drawing forth from learners their own understandings and perceptions. Thus, a model with a balance of qualitative and quantitative learning will allow for more personal connection with the information being acquired. According to Dr. Wenger, the implications of the maieutic method are as follows:

- Truly accelerated and enhanced learning; continually and efficiently building levels of proficiency which usually take substantially more time, effort and study.
- Increased perceptivity, awareness and ability in scholars since more scholars interact with information per instructional time block.
- The formulation of a unique and innovative system and set of complementary methods.

Academic Modules are a series of multi-sensory and brain/mind-based activities, lessons, strategies, and techniques that serve as a means to engage scholars, ignite more of the brain in the learning process, and to help scholar learning at increasingly deeper levels. Key aspects of the curriculum include but are not limited to the following:

- Academic Rhyming-Based on the Department of Education State Standards, critical vocabulary words and concepts are incorporated into mnemonic writing exercises so that students creatively develop a broader and more in depth vocabulary. This process is a scientifically researched learning technique that encourages higher order thinking. Each grade level will also have access to pre-recorded academic songs/essential summaries based on each power standard per grade level. Scholars have time built into the day to practice these songs and jingles, assisting the mastery process.
- Mind-Mapping- Created by brain function specialist Dr. Tony Buzan and Michael Gelb, author of “Think like Da Vinci,” mind mapping is a creative diagram and graphical representation of words, ideas, tasks, or other items linked to and arranged around a central key concept or idea. Mind maps are used to generate, visualize, structure, and classify, ideas, and as an aid to studying and organizing information, problem solving, decision making, memory recall, retention, and writing.
- Mental Math Aerobics (MMA)- MMA is based on research from the Vedic Mathematics Sutras as well as a system created by mental math genius Mike Byster. Students learn memory strategies and ways to mentally compute information in lightening speeds. The exercises stimulate and integrate the brain of each student while building confidence and mental computation skill.
- Image Streaming- This simple exercise has been considered the ultimate creative thinking exercise and has been shown to increase the IQ of its practitioners. Image Streaming was developed based on years of scientific study by Dr. Win Wenger, researcher, scientist, and author of several publications including the book, “The Einstein Factor.” It is the process of describing and recording aloud in sensory rich language the stream of thought running constantly through the mind. This practice when done properly and consistently has profound effects on intelligence, verbal descriptive ability, and creativity as it unleashes the students’ imagination through visualization.

1d) Describe the specific strategies that will be used to support all students in meeting or exceeding Indiana Academic standards. Include how the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana’s challenging academic standards.

Standard Adaptation and Implementation

Ignite Achievement Academy’s accelerated model aims to treat each and every scholar as if they are gifted and talented regardless of previous experience. A detailed Scope and Sequence will be developed to support IAA with

rigorous, engaging, and project-centered products. This blueprint will align to Indiana State Standards as well as Common Core Standards. Common Core Standards have been adopted to emphasize high levels of rigor, critical thinking and text complexity to ensure scholars become contemplative thinkers and creators. Ignite scholars will not only be expected to master their current grade level standards, but will also be exposed to standards a grade-level above. In order to serve every scholar and deliver on the promise of accelerating all scholars, supports such as the Math and Literacy Labs, after-school tutoring and Saturday school will be infused into the model to remediate scholars so that they are not left behind during day to day instruction.

The following outlines the development of curriculum documents that will provide cohesiveness for Ignite Achievement Academy's (IAA) educational model.

Curriculum planning in Humanities, Social Studies and STEAM will be developed to reflect IAA's three major design anchors: Acceleration, Personalization and Community. Scope and sequence documents, assessments, unit plans and lesson plans will be created with IAA instructional methods in mind in order to best accelerate scholars.

Scope and Sequence documents: These documents will provide unit overviews, Indiana State and Common Core Standards taught and assessed across four assessment cycles, assessment dates, and suggested pacing for the 2017-18 academic school year.

Exit Standards

Exit Standards are the "overarching" skills scholars will need to demonstrate mastery of, in order to be promoted to the next grade level. Exit Standards were determined by taking the current Indiana Standardized State Assessment Blueprint and aligning accordingly to both the current grade level and the grade level above. In the event this assessment changes, a similar process will be followed to determine the skills Ignite scholars will need to

be proficient in before moving on to middle school. It should also be noted that there are a number of Common Core Standards that overlap and align with several of these Exit Standards.

The following chart provides examples of "Exit Standards" for grade 6, that would demonstrate successful completion of our program at Ignite Achievement Academy:

6 th Grade English Language Arts Exit Standards Ignite Achievement Academy	
Strand	Expected Mastery
Reading: Literature and Vocabulary	<ul style="list-style-type: none"> Scholars will be able to describe, explain, and making inferences about literary elements and themes while citing explicit and inferential textual support. Scholars will be able to summarize the text; using knowledge of literary structure and point of view to provide explanation and analysis of literature. Scholars will be able to connect literary elements and themes across different forms or genres in literature. Scholars will be able to determine and clarify the meanings of words and understanding their relationships.

	<ul style="list-style-type: none"> Scholars will be able to determine or clarify the literal and nonliteral meanings of words and phrases and their uses in literature.
Reading: Nonfiction, Vocabulary, and Media Literacy	<ul style="list-style-type: none"> Scholars will be able to determine how central ideas are conveyed through details Scholars will be able to analyze key individuals, events, or ideas and supporting analysis with explicit and inferential textual support. Scholars will be able to summarize the text; using knowledge and providing analysis of text features, structures, and author's perspective; Scholars will be able to trace and evaluate argument and claims. Scholars will be able to make connections between topics and ideas. Scholars will be able to use evidence to evaluate the accuracy of media messages and identifying the target audience. Scholars will be able to determine and clarify the meanings of words and understand their relationships; and determine or clarify the literal and nonliteral meanings of words and phrases and their uses in nonfiction texts.
Writing: Genres, Writing Process, Research Process	<ul style="list-style-type: none"> Scholars will be able to write an argument, informative, or narrative in response to literature and nonfiction texts. Scholars will be able to rewrite, edit, produce and strengthen writing to make clear and coherent. Scholars will be able to locate information in sources and assess the credibility of sources.
Writing: Conventions of Standard English	<ul style="list-style-type: none"> Scholars will be able to using and/or identifying grade-level appropriate Standard English conventions (e.g., usage of parts of speech, capitalization, punctuation, and spelling).
6th Grade Mathematics Exit Standards Ignite Achievement Academy	
Strand	Description
Number Sense and Computation	<ul style="list-style-type: none"> Scholars will be able to Scholars will be able to Scholars will be able to percents. Scholars will be able to Scholars will be able to Scholars will be able to fluently. Scholars will be able to fractions and decimals. Scholars will be able to Scholars will be able to <p>number exponents.</p> <ul style="list-style-type: none"> Scholars will be able to operations to evaluate <p>compare rational numbers. solve problems involving absolute value. convert among fractions, decimals, and</p>

	<p>solve problems involving ratios and rates. divide multi-digit whole numbers fluently. compute with positive fractions and decimals</p> <p>solve real-world problems involving positive solve problems involving ratios and percents. evaluate positive rational numbers with whole</p> <p>apply the order of operations and properties of numerical expressions.</p>
Algebra & Functions	<ul style="list-style-type: none"> Scholars will be able to evaluate expressions for specific values of their variables. Scholars will be able to apply the properties of operations to create equivalent linear expressions. Scholars will be able to solve 1-step linear equations fluently. Scholars will be able to represent real-world problems using linear equations and solving such problems. Scholars will be able to solve problems involving points in the coordinate plane.
Geometry & Measurement	<ul style="list-style-type: none"> Scholars will be able to solving problems involving conversions across measurement systems. Scholars will be able to solve problems involving the sum of the interior angles of triangles and quadrilaterals. Scholars will be able to solve problems involving area of two-
	<p>dimensional complex shapes.</p> <ul style="list-style-type: none"> Scholars will be able to solve problems involving volume and surface area of right rectangular prisms.
Data Analysis & Statistics	<ul style="list-style-type: none"> Scholars will be able to create and interpret graphical representations of numerical data. Scholars will be able to summarize data using measures of center and spread.
Mathematical Process	<ul style="list-style-type: none"> Scholars will be able to make sense of problems and persevering in solving them. Scholars will be able to reason abstractly and quantitatively. Scholars will be able to construct viable arguments and critique the reasoning of others by modeling, using appropriate tools strategically, attending to precision, and making use of structure.
6TH Grade Science Exit Standards Ignite Achievement Academy	
Strand	Description

Physical Science	<ul style="list-style-type: none"> • Scholars will be able to understand how to measure the volume and mass of an object. • Scholars will be able to understand the differences between mass and weight, and how the weight of a whole object is equal to the sum of its parts. • Scholars will be able to demonstrate an understanding of kinetic and potential energy. • Scholars will be able to explain how energy can be transferred into different forms, • Scholars will be able to explain how the motion of particles in an object defines its state of matter. • Scholars will be able to understand that mass is conserved when an object changes state.
Earth and Space Science	<ul style="list-style-type: none"> • Scholars will be able to understand the composition and movements of objects in the solar system. • Scholars will be able to describe the physical characteristics of all objects in the solar system. • Scholars will be able to explain how Earth's movement causes the day- night cycle and the change in seasons. • Scholars will be able to understand how the moon's movement creates its apparent changing shape over the course of a month, and how the sun's movement across the sky appears to change throughout the year.
Life Science	<ul style="list-style-type: none"> • Scholars will be able to understand the differences and roles of producers, consumers, decomposers, predators and prey in an ecosystem.
	<ul style="list-style-type: none"> • Scholars will be able to understand how factors and changes in an ecosystem affect the organisms in that ecosystem. • Scholars will be able to understand how plants and animals either create or consume energy needed to grow and function.
Science, Engineering and Technology	<ul style="list-style-type: none"> • Scholars will be able to understand the uses and importance of prototypes during the design process. • Scholars will be able to understand the differences between kinetic and potential energy and how that energy transfers in a real-world scenario.
The Nature of Science	<ul style="list-style-type: none"> • Scholars will be able to understand how to develop testable questions. • Scholars will be able to collect and interpret data from investigations, and analyze and communicate the results of investigations.
The Design Process	<ul style="list-style-type: none"> • Scholars will be able to understand how to identify a problem to be solved and to select the most appropriate solution to that problem. • Scholars will know how to evaluate the most appropriate solution, and how to improve upon the solution based on how well the solution addresses the original problem.

1e) Describe how the school will develop 21st century skills or prepare students to be college and

career ready in future postsecondary and workplace environments.

IAA has a strong focus on rigorous college/career prep expectations, scaffolds and resources. IAA's rituals, practices, routines, and supplemental programs will embrace and reinforce the school's culture of scholarship and the development and cultivation of academic mindsets, success thinking, curiosity and achievement. Scholars will be developed on the 7 Mindsets of Success. IAA has a strong underlying focus on creativity and critical thinking, responsibility, problem-solving and teamwork throughout their curriculum. IAA's model provides students with natural opportunities to share and exhibit 21st Century skills of communication, cooperation and ultimately, strengths-based camaraderie. As an elementary whose goal is to ensure that students have a strong transition into the middle school setting, IAA places emphasis on 21st Century skills. To ensure that students are prepared for the realities of college and careers, IAA uses the 21st Century Skills Early Learning Framework and Guide (<http://www.p21.org/our-work/elf>) from the Partnership for 21st Century Learning (<http://www.p21.org/>) in professional development of our teachers.

1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)

IAA has requested funds primarily for professional development and building renovations. These decisions were deliberate to ensure that CSP funds were used in ways that could be easily sustained once CSP funds were exhausted. IAA has chosen to take a two-pronged approach to professional development over the next three years. Staff will engage with onsite professional development and travel to off-site professional development. All professional development has been selected based on evidence of effectiveness, alignment with IAA mission and vision, IAA preliminary academic data, and staff need. IAA will use a train the trainer model for all off site professional development experiences, so all staff are gaining the benefit of the national conferences.

Due to drastic budget cuts and district downsizing, the Diggs building is in desperate need of renovations. Renovations to the facility are desperately needed in order to implement IAA's curriculum with fidelity. The addition of collaborative staff space, a sensory garden, brain lab, special education rooms, and recording studio bring the building to a place where students can flourish. Ignite Achievement Academy has a five-year budget planning process that allows for the school to meet its ongoing operational needs based solely on its future guaranteed streams of revenue. The use of CSP Funds will allow IAA to expand and implement innovation in a unique manner towards achieving our academic and culturally relevant goals.

With acquiring the CSP funds, IAA will become more self-sufficient through enrollment growth, proper fiscal management and sound academic planning. IAA is fiscally managed by the following: IAA Board of Directors, Finance Committee, outside appointed accounting consultant, Head of School and the Business Operations Manager.

Our authorizer, The Mayor's Office of Education Innovation, attends all board meetings, at which monthly financial reports are presented. In addition, IAA meets quarterly and shares their analysis of where we stand as compared to the financial indicators by which they measure our performance.

IAA will sustain activities funded by the CSP Grant following expiration of CSP Grant Funds with the following revenue lines:

1. Tuition Support Funding: Currently IAA receives ADM funding based on a 498 student enrollment figure from the September 15, 2017 Count Day. As of 1/22/2018, IAA currently serves an additional 79 students not supported by ADM counts for the 2017-18 School Year. On September 15, 2018, IAA will submit enrollment data to reflect a more up-to-date reflection of enrollment figures. If IAA maintains the current enrollment figures as of 1/22/2018, with no increase, an additional funding amount for the 2018-19 School Year as follows:
 - a. Tuition Support Monthly Payment *Increase*: \$34,714.18
 - b. Complexity Grant Monthly Payment *Increase*: \$10,938.34
2. Special Education Funding: Not yet received - Pending Allocations per IDOE
3. Title 1 Funding: \$463,286.75
4. Use additional grants secured for single purpose items
5. CSP Grant funding will not to be used on Human Capital for sustainability purposes after the grant monies have expired.
- 6.
2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

Before entering education, Shy founded Fusik MusIQ, an academic and character enrichment program for K-12 students in Indianapolis. He then led his students to achieve at high levels in the classroom at Tindley Preparatory Academy before becoming an administrator with the Tindley Schools. He earned a bachelor's degree in health science from Purdue University, an MBA from Indiana Wesleyan University and an education administration license from Marian University. He currently is working on his doctorate in educational leadership at Indiana State University.

2a) Identify the key personnel involved in the development and describe their previous experience.

Rod Haywood, Chair

Experience: Higher educational instructor for more than 15 years with experience in higher education administration, not for profit organizations (creation, maintenance and compliance). Has served as Executive Director for Kaleidoscope Indy and Horizons at St. Richards Academic Summer Program.

Expertise & Reason Chosen: Law, Finance, Programming, and Communication

Dr. Lindan Hill, Board Member

Experience: Higher educational instructor for more than 15 years with experience in higher education administration, not for profit organizations (creation, maintenance and compliance). Has served as Executive Director for Kaleidoscope Indy and Horizons at St. Richards Academic Summer Program.

Expertise & Reason Chosen: Law, Finance, Programming, and Communications

Experience: 15 years to present in higher education at Marian University: Director of Teacher Education, Dean of School of Education, Director of Leadership Academy, Assistant Provost for Graduate Studies Administration, Interim Associate for Academic Quality. 7 years as member of Mayor's Charter School Board, City of Indianapolis.

Expertise & Reason Chosen: Leadership, Governance, Innovation, Fundraising, Curriculum, Instruction, Assessment, Student learning outcomes, Statistical analysis.

Dr. Demetrice Hutchins, Board Member

Experience: Experience in qualitative and quantitative research; statistical analysis; program evaluation assessment; program development and implementation; proposal review, grant writing, and grant management; fundraising

Expertise & Reason Chosen: Grant writing, fundraising, community engagement

Dr. Judy Bardonner, Board Member

Experience: Community Engagement at Marian University's Center for Community Learning, Supplemental Program Director, Educator, Mentor, Educational Leadership, Director

Expertise & Reason Chosen: Advocating, Mentoring and Community Relations & Engagement, Supplemental Programming

Tim Hurlbut, Treasurer

Experience: Partner at Densborn Blachy, LLP, Attorney, Law Clerk, Trust Officer

Expertise & Reason Chosen: Legal Counsel, Loans, Mergers, Acquisitions, Real Estate, Finance

Jason Miller, Vice- Chair

Experience: Life Coach/Professional Mentor, Motivational Speaker, Executive Director, Author, Program/Community Development

Expertise & Reason Chosen: Advocating, Mentoring, Facilitating, Community Organizing, Community Relations

Sally Vaught, Secretary

Experience: Educator, Mentor, Educational Leadership

Expertise & Reason Chosen: Curriculum, Instruction and Management

2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school's Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).

NA

If applying for funds for a new school, please provide data, research, and analysis that support your new school's model and how it will deliver strong academic growth and achievement. Please present your plan for preventing issues in operational management, school safety, school finance, and statutory/regulatory compliance.

In order for Ignite Achievement Academy to carry out its mission and vision to the fullest, safety must be at the forefront of the organization. In an effort to be preemptive, we intend on establishing a thorough school-wide safety plan prior to the launch of the school. This plan will outline all of the processes and procedures for the following: Severe Weather Drills, Fire Drills, Active Shooter, Lockdown, Evacuation, Hazardous Materials, Bus Accidents, Bomb Threat and Medical/Mental Health Emergency. This plan will also identify relocation sites in the event the school is deemed unsafe at any point in time and operating procedures for actions pertaining to public information and media response personnel. We intend to be extremely thorough and detail the expected actions of all accountable parties. This may include but is not limited to: School administration, Ignite staff, transportation personnel, scholars and families.

In addition to the implementation of a school-wide safety plan, IAA leadership has partnered with Charter First Insurance who has agreed to provide insurance coverage. Additionally, *The Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition, General Liability includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract Agreement or Permit; and Funding Source. Loss payees can be added to the property upon our review of the lease/funding contracts.*

***Additional information on IAA's academic model can be found in section 1 of this application and the following sections of our attached charter: Education Model (bottom of page 7), Educational Design (page 8), Accelerated Academics (page 8), Habits of Success (page 8 and top of 9), Excellence in Enrichment (page 9), Scholar, Family and Staff Motivation (page 9), Curriculum (bottom of page 23, 24, 25, 26, 27, 28 and 29 stop at paragraph 5).**

3. Provide an overview of the **charter school goals**.

IAA has set the following goals with their authorizer OEI:

- *80% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating an increased ability to concentrate and focus, self-control, and patience.*
- *All scholars will participate in four scaffolded standards-based projects involving the community throughout the school year.*

- *50% or more scholars will exceed the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report.*

3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the *Quality Counts* CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.

In addition to the goals outlined in their approved charter with OEI, IAA has set the following goals specific to CSP funding:

- 1. IAA will be fully staffed with highly qualified teachers for all grades by 2019 and will retain 90% of their staff through 2022.**
- 2. Given our unique curricular model, IAA will ensure that the building is up to code with all state and federal regulations to be fully compliant with the Americans with Disabilities Act (ADA) for students with disabilities, Occupational Safety and Health Administration (OSHA) for students and employees, and the facilities necessary to offer our curriculum with fidelity.**
- 3. IAA students will achieve at or above state averages on ISTEP+/ILEARN by 2022, hence IAA will raise their ISTEP scores by 5 points each year of CSP funding.**

IAA will submit the following **data** as evidence of meeting their CSP goals:

1. IAA will submit resumes & signed contracts by highly qualified teachers hired with CSP funds in years 1 & 2. (Evidence for CSP grant goal #1).
2. IAA will submit staff rosters for 2019-20, 2020-21, 2021-2022, & 2022-23 as evidence of staff retention. (Evidence for CSP grant goal #1).
3. IAA will submit reports from building authorities and assessors showing full compliance with building codes specific to the number of students enrolled at IAA. (Evidence for CSP grant goal #2)
4. IAA will be able to submit 3rd and 6th grade ISTEP+ data for IAA students in year 3 of CSP funding. (Evidence for CSP grant goal #3).

3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.

The decision to turn Diggs into IAA was a community driven decision, so CSP funding will ensure that IAA can meet the needs of their families. Upon notification of the 2018 CSP funds, IAA leadership will also share the goals and expected outcomes of the grant with IAA staff, board, families, OEI, IPS and community members via already scheduled meetings. Additionally, IAA will provide all stakeholders updates on progress made toward the CSP goals at scheduled meetings and via their website. IAA will

also utilize their marketing consultant and social media consultant to ensure that communication efforts about CSP are blended into all communication efforts.

4. Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the **use of the CSP funding**.

IAA has chosen to spend CSP funds on ensuring that students have a high-quality experience that builds capacity that will impact students long after CSP funds are depleted. The budget development strategy focuses on building renovations in the early years of the grant, then technology in the last year. Professional development, provided both internally and at national off site conferences, have been selected internally based on staff need and curriculum model. Finally, marketing and grant writing efforts have been intentionally scaffolded in the budget to support sustainability and teacher recruitment efforts.

4a) Provide a budget narrative to address each year's anticipated spending plan and provide an explanation for how each year's budget plan is aligned with the outcomes proposed in the grant and the school's program model. In the budget sheet, please include a detailed line item budget. Sufficient detail must be provided in the line item budget to explain each requested item.

Year one of the CSP budget focuses on renovating an existing space into a fully functional brain lab. Given IAA's focus on neuroscience and brain based practices, this is an critical aspect of implementing the curriculum with fidelity (CSP goals # 2&3). Additionally, funds have been allocated for professional development, marketing, and grant writing (CSP goal #1).

Year two of the CSP budget focuses on renovating the existing space to include a sensory garden and recording studio. Given IAA's focus on neuroscience and culturally responsive practices, this is an critical aspect of implementing the curriculum with fidelity (CSP goals # 2&3). Additionally, funds have been allocated for professional development, marketing, and grant writing (CSP goal #1).

Year three of the CSP budget focuses on updating the technology and making IAA one-to-one. IAA has a deep need for technology given the lack of support IPS provided the school over the last few years. This is important to provide IAA students with a high quality experience that adheres to 21st Century Skills (CSP goals #2&3). Additionally, funds have been allocated for professional development, marketing, and grant writing (CSP goal #1).

4b). Describe the school's sustainability plan after the grant expires.

With acquiring the CSP funds, IAA will become more self-sufficient through enrollment growth, proper fiscal management and sound academic planning. IAA is fiscally managed by the following: IAA Board of Directors, Finance Committee, outside appointed accounting consultant, Head of School and the Business Operations Manager. All CSP expenditures have been selected for their ability to support IAA in building capacity for future years. Staff development, facility renovations, and technology are all expenditures that will ensure that IAA provides students with a high-quality experience for many years

following CSP funding.

4c) In the budget worksheet, please itemize costs within each category by year and include enough details for the peer reviewer to make a RAN (reasonable, allocable, and necessary) determination.

IAA practices sound business practices by researching market prices for comparable good and budgeted items. IAA understands the fiscal responsibility of federal funds and will not significantly deviate from grant goals and proposed expenditures. IAA will ensure items or services purchased are fair market prices for the geographical area.

IAA understands that any cost incurred for the purpose of the CSP Grant must directly support and expand the work of the scholars, students, staff and community of Ignite Achievement Academy. Expenses will be allocated on a consistent basis as outlined in each implementation year. All expenditures will be clearly documented and outlined through sound grant management.

As a new Innovation Charter School, IAA will ensure that each expenditure is necessary for overall academic growth, cultural relevance and community impact. IAA will ensure that expenditures and goals are consistent with best practices, policies and overall vision and mission of Ignite.

Additionally, given the lack of maintenance and upkeep to the Diggs facility by IPS, IAA is requesting funds for “necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition” (OMB Circular A-122, Sec. 27 (rev. May 10, 2004); 2 CFR appendix B to part 230, section 27). All other requested funds focus on teacher recruitment efforts, professional development, and technology for students; allowable expenditures per IDOE CSP guidance.

In the budget worksheet’s sustainability year tab, provide additional detail on costs and activities that will and will not continue after the life of the grant. ***See the sustainability tab in the uploaded budget for additional information on activities post CSP funding.***

5. Provide an overview of the charter **school governance plan and administrative relationships.**

Ignite Achievement Academy Inc. is an Indiana nonprofit organization with IRS designated 501(c)3 status. IAA is authorized by the Indianapolis Mayor’s Office of Education Innovation (OEI). IAA has a Board of Directors comprised of active and engaged members. The board, school leadership, and OEI work together to make sure the school is in good standing. The founder reports to the board of directors and handles all school level operations. He also manages all budgets and fiscal decision-making. The Assistant Head of School and Academics serves as a building level leader, hiring and managing staff, maintaining a safe and legal learning environment, handling parent communication, school discipline, scheduling, school-based events, and community relations.

5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they

were selected.

IAA is governed by a Board of Directors (BOD). The IAA BOD functions in full accordance with the Articles, Bylaws and Indiana state law. The BOD is composed of approximately nine professionally diverse community members. Every member is dedicated to the investment of equitable and exemplary educational norms, experiences, and realities for underserved children. To the full extent of the lawful procedure, the BOD is vested with the oversight of business operations, property, and general school matters. The IAA BOD assumes sole fiduciary responsibility for the institution. The BOD vests the right to hire and fire the Principal and Head of Schools. Additionally, the BOD is responsible for policy construction, vision oversight, mission alignment, public relations, and subsequent implementation of the organizational plan of action. To this end, the Board Chair presides over monthly BOD meetings.

Ignite Achievement Academy is an Indiana non-profit corporation that has applied for federal tax-exempt status pursuant to section 501 (c)(3) of the Internal Revenue Code. **[Attached Appendix]** for Articles of Incorporation, Bylaws, and the IRS Determination Letter.

5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.

Given the autonomous nature of the school, Ignite's Founder have been given the freedom to think outside of the box and put into place some very innovative practices for all scholars. We hold that education should be an organic, holistic process as opposed to a resignation to just reading, writing and arithmetic. Helping scholars become self-aware/regulating, socio-emotionally balanced, and principle-based will enhance our school culture and make great academic gains more practical and accessible. IAA is a fully autonomous charter school with its own corporation code in the Indiana Department of Education system (IDOE). IAA's board of directors is an autonomous entity, they do not report to another entity, but they do work collaboratively with OEI and the school leadership to ensure the school is in good standing.

Receiving the Mind Trust Innovation School Fellowship in 2016, afforded the opportunity to travel to Europe and across the United States to shadow and steal best practices from high performing schools. Being able to have the freedom to determine what is best for the students and families at Ignite is allowing the school to quickly gain momentum in improved culture and academic growth.

These practices include, but are not limited to: Mindfulness, Martial arts, Afrocentric-Infusion of all core content areas, Project-Based Learning, Neuroscience, Academic Rhyming, Literacy/Math Labs, African Dance and Drumming and Financial Literacy.

Ignite Achievement Academy is committed to hiring high quality staff who are mission aligned to the organization. In order to ensure our instructors are an ideal fit for our school, we hire, lead and develop based on five competencies. These competencies are further strengthened through on-going collaboration and fellowship that takes place in the form of weekly grade-level meetings, weekly administrative pow-wows, weekly professional developments, staff retreats, team-building activities,

community gatherings and family nights.

5c) Describe the process to select board members.

Recruitment of board members is contingent upon criteria that relates to mission alignment and organization necessity. The BOD is designed in a manner that ensures a healthy rotation of members over time. Compliance to the Bylaws aids in IAA's Board of Director selection efforts. In addition to Board candidates and members displaying virtue, proficiency, and a positive upstanding in the community, ideal qualifications for such candidates include:

- ❖ Faith and investment in the evolution and manifestation of the school vision and mission
- ❖ Possess the desire, competency and time to contribute necessary presence, energy, output and value
- ❖ Willing and able to work synergistically with a team of professionals
- ❖ Share and champion the educational and civic philosophy of Ignite Achievement Academy

5d) Describe the governance training for board members, current and prospective.

IAA intends to continue its alliance with BoardOnTrack. BoardOnTrack is a guided step-by-step program that builds better boards through a combination of expertise, training, and powerful web-based tools. The unique approach provides boards with a continuous drip of professional development throughout the year, tools to make that knowledge actionable, and data to measure governance impact. BoardOnTrack will also assist in the development of board members.

5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.

IAA board, leadership, and staff maintain full compliance with EDGAR 74.42 when selecting external vendors for services. All contracts for services are reviewed for conflicts of interest, specific to financial gain between vendors and IAA board members, leadership, and staff prior to execution of contracts. No educational service provider is currently utilized.

Please indicate "N/A" if no service provider is utilized.

5f) Describe how the charter school will ensure timely and accurate data submission for State and federal reporting requirements.

IAA complies with the SBOA Guidelines for the management of federal and state funds. IAA is responsible for acquiring a Private Examiner for the annual audit requirements. IAA's Accounting Policies and Procedures were developed by IAA Staff and Outside appointed accounting firm. IAA utilizes the final document approved by the Board appointed Private Examiner to ensure sufficient compliance with SBOA requirements. A copy of IAA's Internal Accounting Procedures and Policies can be found in the Grant Appendices.

Ignite Achievement Academy (IAA) follows and complies with the Office of Education Innovation (OEI) for state reporting requirements. The OEI calendar includes deadlines for submitting key information to the Office of Education Innovation (OEI) via the Charter Achievement Portal CAP Portal. The requirements outlined in this calendar are not all-inclusive and are subject to change each school calendar year. OEI attempts to notify all schools of changes in the calendar and/or reporting requirements and will give schools a reasonable period of time to meet any altered deadlines for providing information that the OEI requires. Required reports are listed based on the month due.

All reporting requirements are submitted electronically by the 1st of each month to the school's Charter Achievement Portal (CAP) portal. Reports are submitted and uploaded by the Heads of School/ Co-Founders of Ignite Achievement Academy per the calendar below:

- Master Calendar of Reporting Requirements: http://oei.indy.gov/wp-content/uploads/2017/06/Master.Calendar.Reporting.Requirements_SY1718.pdf
- OEI Financial Reporting Requirements Summary:
 - Fiscal Year: July 1st – June 30th
 - Quarterly Reports- Quarters 1-4
 - Board Approved School Year Budget
 - Accrual Based Audit Pre-Planning Meeting
 - Form 9- Biannual Financial Statement
 - Documentation of Loans/ Outstanding Debt
 - Budget Vs. Actual Analysis
 - Draft Audit to be Submitted to SBOA by 11/30
 - Projected Budget for Upcoming Fiscal Year (Begins July 1st)

STN Application Center, IDOE Online and Learning Connection Reporting

Ignite Achievement Academy (IAA) contracts with a third party vendor, Charter School Management Corporation (CMSC) for Fully Supported Power School Services (IAA's Student Information System), STN Support for the period May 1, 2017 to June 30, 2019. CSMC provides support services for reporting through STN & DOE ONLINE. The Office of Data Collection and Reporting requires public, charter, and nonpublic (fully accredited, freeway accredited and Choice) schools to report data in a timely and accurate manner. Data is collected in the STN Application Center. IAA provides login access and accounts for CSMC via the STN Application Center, IDOE Online and the Learning Connection.

Overall, IAA is responsible for tracking collection period dates and deadlines. IAA's Business Operations Manager keeps a calendar of reporting deadlines and ensures that CSMC prepares and executes STN Reports. Reports are sent to the Business Operations Manager and Co-Founders of IAA for review, signed and uploaded by CSMC to the STN App Center. IAA tracks state reporting submissions via the yearly collection calendar:

<https://learningconnection.doe.in.gov/Library/FilingCabinet/ViewFile.aspx?lfid=57620>

6. Provide an overview of the **student recruitment and admissions process**.

IAA is a member of EnrollIndy, Indianapolis' unified enrollment plan. Students interested in enrolling at IAA, sign up using the EnrollIndy system. More information about EnrollIndy can be found at <https://enrollindy.org/>.

6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.

Ignite Achievement Academy occupies the space of an existing Indianapolis Public School building, so the vast majority of scholars enrolled attend because it is the school that is closest in proximity to their residence. However, due to the fact that Ignite is operating as a public charter, any Indiana scholar is permitted and encouraged to attend if there are available seats after all scholars within the designated neighborhood boundary have been served. The leaders of Ignite plan to canvas the surrounding community to recruit scholars through face to face interaction with prospective families and attending IPS sponsored events such as the Showcase of Schools held in November. They will reach out to potential community partners to speak at churches, local businesses, community centers and day-care providers if additional recruitment is necessary. Staff will continue to hold open houses showcasing the unique aspects of Ignite's model and community days to build a strong rapport and develop relationships. The school also actively advertises via social media and through its website.

The school's admissions practices will comply with State law and applicable Federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.

Enrollment in the school will be open to all students, giving priority to those living within the designated boundary. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity.

6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.

If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process. The lottery will be held at Ignite Achievement Academy in the cafeteria on Friday, May 18th, 2018 if needed.

For a designated period, IAA will hold an "open enrollment term." In order to accommodate the diversity and needs of families within the community being served, IAA's open enrollment term will include designated evening and weekend times. IAA will provide notice of the open enrollment term

through the following media:

- Direct and electronic mailing of the open enrollment term with an application to any and all families that inquire about IAA.
- A written notice detailing the open enrollment term and process will be posted the school facility and other local community and service institutions in proximity to the IAA facility.
- Written notice of the open enrollment term and process will be placed in local newspapers, school website and social media.

Enrollment numbers have been outlined and approved in the Full Charter Application for Ignite Achievement Academy by the Office of Education Innovation. If in the event enrollment numbers for specific grade levels are 10 percent over designated caps, scholars wanting to enroll that live out of boundary will be placed on a waitlist until space opens up. This will be on a first come; first serve basis. The only exception to this will be scholars that have siblings already attending Ignite. Those scholars will be “grandfathered-in” if seats are over capacity. Scholars living within the boundary of IPS School #42 will be given priority and will be allowed to enroll until the building reaches fire code per the IPS Innovation Agreement drafted between IPS and Ignite Achievement Academy.

7. Provide an overview of how the charter school will **meet the needs of educationally disadvantaged students.**

Ignite Achievement Academy commits to following guidelines set forth by the Title 1 Grant and Programs Support to ensure all children are provided with a quality free public education. Ignite pledges to report neglected, delinquent, low-income and homeless children annually and to consult in a timely fashion to determine the needs to develop and execute effective programming and supports. In addition, Ignite Achievement Academy has an appointed McKinney Vento Community Liaison that provides services, guidance and necessary supports for homeless families and children. In addition, IAA ensures compliance with Title 1 Guidelines according to the McKinney Vento Act.

Ignite commits to collecting and submitting on-going data in a timely fashion and ensuring all scholars receive the designated services they are eligible for to assist with a successful school experience. These services may range from providing free/reduced lunch, transportation and uniform assistance to developing a supplemental academic program, hiring highly qualified teachers, providing additional enrichment programming and carrying out multiple opportunities for parents to engage in activities that inform and educate to help bridge the home to school connection.

7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.

Since we anticipate scholars performing at a broad array of academic levels, we will be strategic about addressing this diversity. Our Mutli-Tiered System of Supports process will draw on our collective teamwork and utilize a 3-Tiered approach to the identification and scaffolding support of scholars that have academic and/or behavioral challenges or require additional supports to challenge advanced scholars. Tier 1 interventions will be introduced to all scholars in the form of high-quality, culturally relevant instruction provided by qualified personnel on a daily basis. In addition, all scholars will be introduced to mindfulness techniques and strategies that are research-based that proactively address the socio-emotional needs of scholars. Those scholars who are identified “at risk,” through assessment, anecdotal data or classroom performance are moved to Tier 2. Supplementary research-based interventions provided in small-group settings in addition to the general curriculum may be implemented for scholars with academic, organizational and behavioral concerns. Scholars who are identified as the underperforming in English Language Arts or Mathematics in each class will receive targeted instruction during elective time at the Math and Literacy Labs. This is an opportunity for scholars to get extra assistance on identified skills that are of particular difficulty. This block of targeted instruction is delivered in small groups, progress monitored and highly data driven. Experienced, high-performing teachers in these subjects will be charged with developing engaging lessons that ensure scholar mastery. Scholars who are identified as gifted, or ready for additional rigor, will be provided with opportunities to further accelerate learning through personalized instruction on computer programs, as well as through Small Group instruction time with their teacher. During Large-Group time, these scholars may be assigned additional questions to research that expand the scope of a particular project, or provided additional time in the Brain Lab to practice enriching brain exercises such as, mental puzzles and image streaming.

On a bi-weekly basis, progress monitoring of research-based interventions will occur with the co-leadership, a rotating representative of each grade level team, discipline dean, instructional coach, social worker/counselor, special education teacher, and ESL teacher (if applicable). This will allow all stakeholders to address the aforementioned concerns early in the process as well as to have continual observation and deliberate forward planning. If in the event these tiered interventions fail to show scholar improvement, the scholar will be referred to a Multidisciplinary Team comprised of Special Education teacher, co-leadership, and school psychologist; the data collected will be shared to determine additional supports or if an evaluation may be needed.

Ignite Achievement Academy is dedicated to serving and providing all scholars with a high quality education. It is the responsibility of the Head of School and Assistant Head of School to ensure the Individuals with Disabilities Education Act (IDEA) and all Special Education Rules outlined in Article 7 will be followed with fidelity. It is imperative that the Special Education team and administration adhere to state and federal compliance mandates and systematize to accurately store and maintain files through Indiana IEP, in addition to developing operating procedures for monthly reporting, Child Find, Medicaid Reimbursements and audits. The Special Education team alongside administration, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 7. Section 504 Plans and IEPs of newly enrolled scholars will be examined to determine what services the scholars require, and to create a plan of action for IAA to meet these needs. If additional resources are needed beyond those that IAA currently offers, IAA will seek outside providers to ensure the school can provide the full continuum of services needed.

Additionally, we are aware of the over-identification of Black males and are taking a proactive approach to ensuring that only scholars that have been thoroughly vetted enter the Special Education program. Details of our approach include incorporating mindfulness training, multi-sensory instructional practices, and delivery of the curriculum from a non-European perspective. Together, this detail will help scholars rewire faulty neuronal circuitry, increase confidence, help them access and engage more of their brain during the learning process, and develop a sense of pride and connection with the learning material.

To be sure, IAA desires to support a full spectrum of services to meet the needs of its scholars and recognizes that there are providers that offer areas of specialty. Ignite will contract out for several services such as: Speech and

Language, Occupational Therapy and Mental Health. These outside services will be overseen by the Head of School and Assistant Head of School.

Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Article 7 and communicate weekly with the administrative team to ensure progress is being made on all educational goals. Ignite will also provide a space for needed services outside of the classroom. IAA anticipates that scholars with disabilities will need to be supported by the Special Education staff through both inclusion and resource services; however, the goal is to ensure scholars receive instruction in the least restrictive environment for the maximum period of time for this population as determined by their Individualized Education Plans.

Because general education teachers will share common planning time with Special Education staff members embedded into the weekly schedule, Special Education teachers and paraprofessionals will be available to support the classroom teacher in regard to planning, data analysis and providing the necessary accommodations and modifications required to address the needs of each individual scholar. Each quarter along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data for the parent to sign off on, and log on going communication in the form of face-to-face meetings, phone contact, text messages and notes home. The SpEd Team will also be required to collaborate with the Data and Testing Coordinator and Instructional Coach to ensure proper testing and instructional accommodations are given and followed through with fidelity.

At IAA, English Language Learners will be identified through a Home Language Survey that is given upon enrollment. The previous year's WIDA assessment will be used to identify a scholar's level of English Language Proficiency. Scholars new to Indiana will be screened to determine their given level of English Language Proficiency. Once a level is determined, ESL Teachers will be charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective scholar. IAA administration will partner with the ESL staff and potential community alliances such as La Plaza, to make every effort to communicate information to families in their native language. In addition, IAA staff will be intentional about ensuring culturally relevant teaching materials reflect the diversity of our student population and families.

Individualized Learning plans will be shared with the general education teachers and families. These plans embed explicit supports and scaffolds to assist the scholar, as they acquire the English language. Based on these levels of language acquisition, scholars will be clustered into respective cohorts. The ESL teacher will push-in to classrooms and co-teach to provide additional supports to mainstream instruction. This instruction will focus on the areas of reading, writing, comprehension, listening and speaking and will be aligned to Indiana's English Language Arts standards. In addition, scholars may be pulled out in small group settings to scaffold for newcomers with beginning levels of English proficiency.

Ignite's ESL teachers will collaborate with the Director of Assessments to provide necessary testing accommodations such as read aloud, extended time, etc., when applicable. ESL teachers will also be charged with giving the annual WIDA assessment. Much like the SpEd staff, the ESL staff will participate in weekly PLCs and may additionally be asked to create and develop professional development workshops that assist teachers and families. In the event Title III funding is awarded, it will be utilized to solely benefit language instruction for Limited English Proficient and Immigrant scholars.

8. Provide an overview of the community outreach activities.

IAA has established partnerships and engaged in outreach with the following community organizations:

FusiK MusiQ, Inc: FM will provide supplemental academic curricula and multi-sensory media to engage scholars.

Pink-4-Ever, Inc: Pink-4-Ever will provide awareness and materials to help educate the community on breast health and cancer awareness during Think Pink Week. Funds will be raised to a charitable purpose in this regard.

HDB Institute: HDB provides character development through basketball programs.

Always Making Progress (AMP), Inc: Amp's mission is to provide students with high quality subsidiary academic instruction while promoting an all-around healthy and balanced body and mind.

IFF: IFF is a mission driven leader, real estate consultant, and developer that helps communities thrive by creating opportunities for low-income communities and people with disabilities.

Level 10 Martial Arts College: LTMA will provide martial arts/bully prevention consulting. LTMA will also provide martial arts uniforms and curriculum for martial arts infusion.

Project Renaissance: Project Renaissance is a non-profit educational organization based in Maryland, USA. Its core mission is to enable as many people as possible to become more than a match for the situations, opportunities, problems or difficulties they find around them, and to enjoy a richer quality of life and experience.

Successful Urban Teachers: Provides cultural relevant instructional strategies for teachers and staff.

8a) Describe how parents and the community are involved in the planning and design of the charter school for a newly opening school.

It is within the mission and intent of IAA to partner with all stakeholders as an investment of synergy and ownership of outcomes. In addition to opportunities for families/community to voice concerns, questions, appreciation and ideas at our quarterly Parent Universities, there is a place for anonymous support/suggestion provided as well. Data is regularly collected and organized and administration acts accordingly.

As well, as the PTO engages the parent body, a PTO representative from the executive body of the PTO will represent parent concern/support at the IAA board meetings. Additionally, the parental pulse will be gauged in the form of anonymous surveys three times per. These data are organized and compiled with an action plan to follow. Results may be shared with parents in 3 ways:

1. Hard copies sent home
2. Results posted in school
3. Results shared at Parent Universities

School leaders have administered a survey given to prospective parents/members of the community to assess demand for IAA. This survey consisted of questions aligned to the school model. Parents of elementary school-aged children and community leaders in Indianapolis were selected to provide feedback. The survey was offered multiple ways in English and Spanish. The survey reached a variety of demographics and 100% of the respondents stated there was a need for this type of school in

Indianapolis and that they would send their child to this school. All Likert scale responses received averages or 4.5 or higher out of 5.

Scholars have opportunities to express themselves as a means of determining school-wide, classroom and individual incentives. The behavior encouragement/redirection approach will incorporate student voice through a process of Restorative Justice practice where scholars will utilize expressive skill-sets that allow them to work together to find solutions to conflict cordially and civilly. Every semester, a Parent University and/or Learning Party will be provided for the parents and school community. Parent University events are designed to address parent concerns and proactively keep them abreast of relevant information that can help parents become better teachers at home and also provides supports for professional and community development for families, adults and caregivers. Stand for Children and Fathers and Families are two organizations that have the kind of auxiliary supplemental programming of which IAA will partner to enrich families. Through community alliances like the aforementioned, IAA will serve as a wrap-around resource hub for the entire family structure via connecting families with community relevant services. These two organizations were utilized extensively during the school design and chartering process. Additionally, IAA sought feedback from the previous Diggs community during IPS board meetings to solidify the innovation partnership.

8b) For a school that is expanding or replicating, provide an overview and evidence of community outreach activities. **NA**

9. Provide an overview of the **fiscal management plan**.

The Treasurer of the Board, and the Finance Committee, will formulate financial policies and procedures. The procedures, and the specific roles in the financial management process, will be developed during our pre-opening year. In the long-term, we would like to manage our finances internally as much as possible. That will depend on several factors, including our ultimate school size, facility costs, and the availability of human resources with the necessary skillset. It is our intent to continue our relationship with Brian D. Anderson consulting to help establish our initial business systems and evaluate our needs related to our business operations structure. We expect to hire a Business Manager to work onsite, handling the day-to-day activities, including purchasing, accounts payable, payroll preparation (not processing), and cash receipts. Until we are at a growth stage where we can successfully manage all of our finances in-house, we plan to contract with an outside consultant to provide ongoing financial oversight

IAA has outsourced financial oversight to Donovan and Somerset. CSMC will be responsible for state reporting. It is likely that several school functions will be provided, including but not limited to financial oversight and insight, payroll and accounting; and state reporting and DOE metrics. These operational elements will be managed by the above vendors in tandem with IAA's Business Operations Manager and Heads of School. This outsourcing of these services will allow the school's leadership to concentrate efforts on the culture and instruction within the school.

The key services provided by Somerset include:

- **School accounting and finance:** *Somerset will assist Ignite Achievement Academy to ensure that the school's finances are well-organized and cleanly run. Somerset, along with the onsite school Business Manager, will review school transactions, process checks and along with Human Resource vendor, Tilson administer the school's payroll system. More importantly, Somerset will also ensure that Ignite*

Achievement Academy's finances are well-maintained. This will ensure that school leaders and Board of Directors are aware of any strategic challenges facing their financial position.

- **State reporting:** CSMC Consulting will work with the school's data system and generate, prepare, and submit all required state reporting to the Department of Education. CSMC will review the quality of student data that is captured on each student and reconcile any data issues with school staff.
- **Budget and Long-Range Strategic Financial Planning:** Somerset, IAA Board of Directors along with Finance Committee, Heads of School and Business Operations Manager will lead the budgeting and long-range strategic financial planning of Ignite Achievement Academy. This will include adapting plans to make best use of the fiscal and human resources available to the school.

9a) Describe the internal controls over expenditures and how records will be maintained

Expenditure Process

- Review invoice for accuracy
- Determine whether there is an open Purchase Order (PO) for the expense. If so, complete a Purchase Order and attach to invoice
- Prepare AP voucher, include the following information on approved form:
 - Vendor Name
 - PO number
 - Invoice date
 - Invoice number
 - Description of expense
 - Invoice amount
 - Appropriate account number from the chart of accounts
 - Indicate whether this expense is to be paid from a grant
 - Dollar amount
- One voucher can be prepared for several invoices to the same vendor
- Voucher must be signed by the person preparing the form and by the school Business Operations Manager
- Vouchers greater than \$15,000 must be signed by both Head(s) of school
- Assemble documents in the following order:
 - Signed AP voucher
 - Vendor invoice
 - Other supporting documentation (expense reports must include all receipts)
 - Purchase order, if applicable
 - Packing slip, if applicable

Processing Disbursements

- The Outsourced Bookkeeping Firm will prepare checks based on voucher information and print a check register listing each check and the account number that was expensed.
- Checks less than \$15,000 must be signed by the Business Operations Manager or one of the Head(s) of School
- Checks over \$15,000 require a second authorized check signature by Business Operations

- Manager and one of the Head(s) of School OR both Head(s) of School
- The Outsourced Bookkeeping Firm will send checks via shipping vendor to the Business Operations Manager will mail checks to vendors
- Business Operations Manager will review checks, process signatures and mail to vendors directly with a copy of the documentation send.
- At each board meeting, a voucher register will be printed and signed by the Treasurer of the Board of Directors. This will be provided each month by the Outsourced Bookkeeping Firm

Security of Financial Data

- IAA performs internal periodic reviews of its accounting software and computer systems to ensure that general and application controls (i.e., proper password protection and authorizations for inquiry or browse only functions) are in place to prevent unauthorized access to data.
- IAA'S Financial data is maintained by QuickBooks Online Secure Accounting Platform which provides for real-time backups of the system's data to ensure the recoverability of financial information in case of hardware failure.
- Other financial data, including unused and unclaimed checks, are secured from unauthorized access by the Outsourced Bookkeeping Firm or his/her designee.

Security of School Documents

The Board of Directors or Finance Committee, upon organization, maintains and periodically verifies the presence of originals of the following documents:

- Charter and All Related Amendments
- Meeting Minutes of the Board and Sub -committees
- Banking Agreements
- Leases, Loans, and Mortgage Agreements
- Insurance Policies
- Vendor Invoices
- Grant and Contract Agreements
- Fixed Asset Inventory

9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.

Grant Management

Decision Making and Budgeting

- The Business Operations Manager, working with school leadership and Outsourced Bookkeeping Firm, will lead the budgeting process annually

- The Outsourced Bookkeeping Firm will track and provide budget to actual information regularly
- The budget will be submitted by the end of April each year to the Finance Committee, when organized, for review and comment
- The Finance Committee, when organized, will submit to the Board of Directors for approval by May 31st of each year
- The actual progress against the budget will be reviewed at each Board of Directors meeting
- Budgeted expenses shall be allocated according to state and district reporting categories

Purchases

- Complete Requisition Form (Excel Document)
- Turn in approved Requisition Form to the Business Operations Manager
- Business Operations Manager will prepare the Purchase Order on an approved form, upon vendor request
- One of the Head(s) of School will sign Purchase Orders above \$75
- Business Operations Manager will send a copy to the vendor, file a copy in "Open Purchase Order" file, and file a copy in the vendor file
- When supplies or materials are received:
 - Confirm that order is complete and accurate
 - Match packing slip to purchase order in "Open Purchase Order" file
- When invoice is received:
 - Review invoice for accuracy
 - Match invoice to Purchase Order and packing slip
 - Prepare AP voucher (see procedures for requesting checks)

Maintaining Grant Documentation and Reports

- When a new grant is awarded, begin a new file with the grant letter and determine if a new fund number needs to be established
- Determine grant reporting requirements and add to master grant reporting list

Grant Reporting

- The Outsourced Bookkeeping Firm will maintain records of all funds received or expended for each grant in the school-selected accounting system
- The Business Operations Manager and the Outsourced Bookkeeping Firm will prepare all grant reports required by funders
- The Business Operations Manager, with the assistance of the Outsourced Bookkeeping Firm will create and file State and Federal Grant Reimbursement Claim Forms

Although IAA works in conjunction with the Outsourced Bookkeeping Firm, the Business Operations Manager and Co-Founders are ultimately responsible for all aspects of the grant management.

9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup

costs support by the CSP grant

Ignite Achievement Academy (IAA) will sustain activities funded by the CSP Grant following expiration of CSP Grant Funds with the following revenue lines:

1. ADM Funding – Currently IAA receives ADM funding based on a 498 student enrollment figure from September 15, 2017. As of 1/22/2017, IAA currently services an additional 79 students not supported by ADM counts for the 2017-18 School Year. On September 15, 2018, IAA will submit enrollment data to reflect a more up-to-date reflection of enrollment figures. If IAA maintains the current enrollment figures as of 1/22/2017, with no increase, an additional funding amount for the 2018-19 School Year as follows:
 - a. Tuition Support Monthly Payment *Increase*: \$34,714.18
 - b. Complexity Grant Monthly Payment *Increase*: \$10,938.34
2. Special Education Funding
3. Title 1 Funding: \$465,286.75
4. Use additional grants secured for single purpose items

10. Provide an overview of the **facilities** to ensure they are safe, secure, and sustainable.

IAA is an IPS innovation charter school located in School #42 Elder Diggs. The building has always been an elementary school. The building had not been upkeep to high standards by IPS due to budget cuts. While the building is safe, secure, and sustainable; it is in need of renovation.

10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs

As an innovation restart school, IAA inherited all students living within the school's designated IPS boundary. In addition, students attend Ignite Achievement from all areas of Indianapolis, including a substantial following from the east side of Indianapolis. The east-side following was based on the leadership and community impact from the Co-Founders' prior role at Tindley Summit Academy.

10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan

Per IAA's agreement with IPS, students who attend IAA are provided full transportation services from IPS. All IAA students are provided transportation just like any other IPS student. This includes preschool students, students with IEPs, and students with 504 plans.

Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Attached: <input checked="" type="checkbox"/>
B) Budget worksheet (use required form)	Attached: <input checked="" type="checkbox"/>
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	Attached: <input type="checkbox"/> N/A: <input checked="" type="checkbox"/>
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Attached: <input checked="" type="checkbox"/>
E) Enrollment or student admissions policy	Attached: <input checked="" type="checkbox"/>
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Attached: <input type="checkbox"/> N/A: <input checked="" type="checkbox"/>
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Attached: <input checked="" type="checkbox"/>
H. School Safety Plan: Schools must attach their school safety plan and evidence that it was submitted to the State Board of Education.	Attached: <input checked="" type="checkbox"/>



Igniting the passion for lifelong learning and independent critical thinking driven by advanced research, innovative practices and collaborative community alliances.

Location: The West Side of Indianapolis

Charter Applicant Information Sheet

Legal name of organization applying for the charter: Ignite Achievement Academy, Inc.

Name of proposed school: Ignite Achievement Academy

Applicant's authorized representative: Brooke Beavers & Shy-Quon Ely

Full mailing address (include city, state, zip code): 1002 W. 25th St. Indianapolis, IN 46208

Daytime telephone number: 317.226.4242

E-mail address: bbeavers@igniteindy.org; shyely@igniteindy.org

Location of school: Elder Watson Diggs School #2

School district of location: Indianapolis Public Schools

Anticipated opening date: 2017-18

Proposed Grade Levels & Total Student Enrollment

Year	School Year	Grade Levels	Maximum Student Enrollment
First Year	2017-2018	K-6	552
Second Year	2018-2019	K-6	552
Third Year	2019-2020	K-6	552
Fourth Year	2020-2021	K-6	552
Fifth Year	2021-2022	K-6	552
Sixth Year	2022-2023	K-6	552
Seventh Year	2023-2024	K-6	552

Is school single-gender or co-educational: Co-educational

Target student population: Majority-minority, low-income, at-risk populations will be served.

Brief description of kind of school to be chartered: The proposed charter school will be an elementary restart school that propels scholars academically through an accelerated curriculum that focuses on neuroscientific instruction & learning, staff & community collaboration, as well as a holistic emphasis that incorporates physical, nutritional & mental wellness.

Brief explanation of mission of proposed charter school. In one or two sentences, provide a clear statement that defines the purposes and nature of your school:

The mission of Ignite Achievement Academy is as follows: Scholars will ignite passions for lifelong learning and independent critical thinking driven by advanced research, innovative practices and collaborative community alliances.

Are you planning to work with a management organization? No

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I. Vision

The Ignite Achievement Academy (IAA) vision is to enhance the community through unleashing each child's inner genius by igniting passion for lifelong learning, independent critical thinking, and increasing levels of cognitive and intellectual development.

II. A. Mission

The mission of IAA is to provide the community with an accelerated learning institution that propels scholars academically by utilizing holistic curriculum built upon cultural and community responsiveness, project-based learning, and the reading literacy, socio-emotional, and neuroscientific research; thus providing scholars robust opportunities for enrichment, empowerment, and increasing degrees of achievement in every field of endeavor.

- We assert that all children can learn and grow academically.
- We assert that a strong and safe culture will drive academic success.
- We assert that scholars learn best in engaging, personalized, Socratic (Maieutic method) environments that are data driven and provide for maximum interaction with information by scholars and teachers.
- We assert that all children have an inner genius waiting to be unleashed.
- We assert that the application of neuroscientific research and culturally responsive pedagogy should be at the foundation of curriculum, instruction and school culture.
- We assert that a holistic program is necessary to inspire the deepest levels of academic and socio-emotional health and well-being.
- We assert that scholars will reach more of their potential when the family and community stakeholders are in harmony with school efforts, policies and initiatives.
- We assert that scholars must be exposed to and continually challenged by rigorous college/career prep school experiences at the pre-school level and beyond.
- We assert that project-based learning is most impactful when the project is community-centered, and utilizes the target of community as the classroom.

B. Need

In assessing the current state of education across Urban Indianapolis, blatant discrepancies are apparent. Disparities in the academic achievement of black and brown children, as well as all children that meet the poverty standard, as compared to white and/or middle to upper class students is currently at a level that warrants national crisis (Bowman & Rowley, 2009, p. 305). The educational achievement chasm between black and/or brown people as compared to whites has long reaching and deep effects on American society and the subcultures within. It has been suggested that the lack of basic reading skills is one of the key factors setting up many black and brown children for a generational loop of poverty, incarceration and a lifetime of hardship.

In Marion County and within Indianapolis public schools, the DOE provides data that show black and brown students make up nearly 80% of the district's population. This same demographic also comprises nearly 80% of all students that receive free lunch. This suggests that approximately 80% of the IPS population is deemed to be living at or below the poverty standard are people of color. Additionally, approximately 90% of scholars that did not pass the READ state reading assessment for third graders were either black, brown or multi-racial. The data highlight the correlation between ethnicity, poverty and performance within IPS. Attempts to increase literacy rates in these subgroups continue to be a top priority in Marion County and all across the nation (Chaney, 2014).

Furthermore, African American youths, especially males, are more likely to be represented in the Special Education Program population than their Caucasian counterparts. At the turn of the century, the Department of Education concluded that African American students represented 38% of the special education population, while comprising only 16% of the educational population (Alexander & Hunter, 2004, p. 47). Today, in IPS alone, approximately 20% of all the district population is considered special education. Yet, even with advancements made in the special Education law, justly or unjustly, too many African American youths are identified, tested for disability and given

Individualized Education Plans (IEP), provided a watered-down curriculum, removed from the general education population, and provided services that do not properly meet the standards. DOE data show that black and brown children represent nearly 80% of the Special Education population with black children tipping the scale at approximately half of all students identified.

There is a strong relationship between the number of African American males that are now represented in special education programs across the country and the number of African American males under the control of the penal system. While special education is designed to support, accommodate and adapt education to the needs of students that truly need it, it has perhaps become dumping ground for disproportionately black and brown males that are deemed unteachable by a majority white female demographic of teachers (Johnson, 2014). A cultural disconnect, lack of empathy & engagement, and inability to establish meaningful relationships has contributed to the propensity to over-identify students of color for special education. For classrooms across the city, especially in urban districts, preparing for the test can become analogous to prison life for many poor and/or young people of color. For an unreasonable amount of minorities, the educational system has actually become a pipeline from the classroom to the prison cell (Alexander, 2010). The *Our Life Matters* (YLM) Task Force, a mayor-sponsored campaign designed to address growing concerns of black crime in Indianapolis, detailed the following:

In 2013, the city of Indianapolis was confronted with an outbreak of murders. The surge in murders reached 125—the largest number since 2006. Though black people make up less than 9% of the population in Marion County, 66% of the victims and 64% of the murder suspects in Indianapolis were Black males.

Nearly 40% of black children in Indianapolis live in poverty and 60% of them live in single-parent households. The unemployment rate for black youth between the ages of 16-19 in Marion County is nearly triple the average youth unemployment rate for the state of Indiana. A greater percentage of black students are still receiving general diplomas rather than Core 40 and are not taking the more rigorous courses to ensure that they are more likely to enroll in college and less likely to receive remediation upon entrance. For instance, according to the third edition of the state of our black youth report published by Indiana Black Expo, Inc., 16.4% of black students in Indiana were in special education programs during the 2011-2012 school year compared to only 7% enrolled in gifted and talented programs. This same report revealed during the same year that 5% of black students required remediation upon college enrollment compared to 1% of all students. According to the Indiana Department of Education, black children accounted for nearly 43% of all out-of-school suspensions in Marion County. The lack of education and employment for our black youth directly correlates to their overrepresentation in our criminal justice system. For instance, a young black boy has a 20% chance of going to prison in his lifetime compared to 1 in 17 for his white male counterpart. According to DOC's 2013 Juvenile Recidivism Rates Report, the recidivism rate for black students in 2013 was 2.6% compared to 4.9% for white students and 18.2% for Hispanic students.

Clearly, a large number of minorities in the inner city are facing dire circumstances. Many minority children are living in poverty; receiving inadequate special or general education; dropping out of high school or needing remedial collegiate course work at alarming rates; experiencing high rates of unemployment and crime and these singularly and collectively are enough to keep communities and families in a perpetual state of stress and social disease for generation upon generation. In the Near West Side Neighborhood alone, people of color represent just over eight out of every ten people in the community; figure two times that of Marion County. Similarly, the poverty rates on the Near West Side are nearly two times that of Marion County. Incidents of violent crimes in the aforementioned neighborhood rank in the top 20% for the city of Indianapolis. With all these realities, it may not be surprising that there are no children 0%-1% that are enrolled in high performing charter or public schools in this area (SEE ATTACHMENT 1).

Although building has not yet been assigned to Ignite Achievement Academy, there are underperforming schools within the Indianapolis Public School System that are clearly in desperate need of positive transformation. There are several parents, community members and teachers wanting to roll-up their sleeves and partner with Ignite to

transform the greater Indianapolis community through innovation and collaboration. It is all too apparent that the status quo is not working for the demographic being served. These schools have a track record of underperformance that is carrying over to the middle and high schools. Not receiving a high-quality education is contributing factor to the cycle of generational poverty this city is experiencing. The educational revolution is needed to re-evaluate and refine the educational system, so that strong outcomes are delivered that have lasting impressions on the scholars and the community at large.

Indianapolis Public School Data taken from IFF's Indianapolis Schools Metrics									
School	2014-15 Math ISTEP+	2014-15 ELA ISTEP+	State Letter Grade Rating 2014-15	2013-14 Math ISTEP+	2013-14 ELA ISTEP+	State Letter Grade Rating 2013-14	2012-13 Math ISTEP+	2012-13 ELA ISTEP+	State Letter Grade Rating 2012-13
IPS#42	25%	27%	F	57%	53%	F	62%	51%	F
IPS#44	15%	19%	F	46%	44%	F	46%	39%	F
IPS#63	25%	29%	F	42%	42%	F	55%	48%	F
IPS#103	14%	28%	F	27%	31%	F	35%	34%	F
John Marshall Jr. High School	6%	13%	F	28%	24%	F	33%	25%	F
Howe High School	14%	23%	F	47%	54%	F	46%	41%	F

While poverty and lack of education have been associated with and linked to the achievement gap and criminal activity, there is precedence for schools that are composed of majority minority, "low socioeconomic populations" that are still able to achieve at high levels based on the current achievement metrics, and are also able to keep Special Education identification at a minimum. Typically, through professional development and through thorough processes such as Response to Instruction, Targeted Instruction, etc., administrators and teachers collaborate on different methods, techniques, strategies, and modalities of learning in order to provide students with learning disabilities the best chance to learn in the general education setting. Naturally, those considerations include multisensory, brain-based strategies, which are not only beneficial for special needs students, but for general education students as well (Willis, 2008). At Ignite Achievement Academy, the above innovative teaching methods are standard areas of on-going professional development, thus providing multi-sensory/modality instruction as foundational component and frontline guard against over-identification.

Considering the above, Indianapolis, and the West Side in particular, are in need of an institution that can address several factors and realities that effect the school community, scholar performance and behavior. While quality education may be the way to reverse the generational affliction that many families and communities in poverty experience, programs and institutions serving predominantly black and brown children must have curricula and instructional practices that reflect their communities and cultures; address the effects of chronic environmental stressors on the function of the brains of young people; are committed to imparting skills and strategies that build socio-emotional well-being and provides outlets for successfully dealing with destructive and potentially violent energy such as anger, fear and frustration; and hold all to a high level of behavioral and academic expectation despite and in spite of their environment.

C. Goals

Ignite Achievement Academy will inspire a love of learning through rigorous instructional practices and project-based learning that propels knowledge with culturally responsive pedagogy and community involvement. By fostering a love of learning and respect for themselves and the community they serve, our scholars will be prepared to successfully enter the secondary education environment and eventually obtain the skill sets needed to become thriving, productive members of society. Ignite Achievement Academy strives to achieve the following:

- ❖ All scholars will participate in four standard-based projects involving the community (one per quarter) throughout the school year. *
- ❖ 80% of scholars will be able to meditate in grade-level determined time increments by the end of the school year, demonstrating self-control, patience and focus. *
- ❖ 80% of parents will attend parent-teacher conferences.
- ❖ 85% or more Ignite scholars will re-enroll at Ignite Achievement Academy the following school year. *
- ❖ 50% or more scholars will exceed the Spring Growth Projection in Reading on the Northwest Evaluation Assessment as indicated in the Achievement Status and Growth Projection Report. *
- ❖ 85% of scholars will demonstrate proficiency on the READ-3 assessment.
- ❖ 80% will be able to demonstrate proficiency on the quarterly school-wide nutritional assessment.

All academic goals correspond to the Indiana State Standards and non-academic goals align to the mission and vision of Ignite Achievement Academy.

*For specific reference to academic and non-academic performance goals and measures see ATTACHMENT 2.

II. Educational Services Provided

A. Educational Model

Our understanding of the structure and function of our thinking organ has great implications in most walks of life; but certainly with respect to education—the discipline of accumulating and applying knowledge and understanding. After all, the brain is the most integral learning organ that we possess. We are learning more about the brain now than we have previously in centuries of inquiry. Everything we do uses our brain; conventional wisdom suggests understanding more about it and applying that knowledge (Jensen, 2008, p. 408).

The brain's function is the most integral component of teaching and learning, not just for scholars needing engaging forms of remediation, but also for those that are ready for enrichment and acceleration. Brodnax states, “using instructional strategies that are more compatible with how the brain constructs meaning and creates memory could be more crucial now than ever before” (Brodnax, 2004, p. 3). The implications of deliberate brain-compatible instruction in remedial, as well as enrichment circumstances, are truly and positively nation-changing. As America's history shows, those that are able to change this nation positively, have also changed the world. A neuroscientific approach to teaching and learning has the capability of transforming education in this community, and its increasing breadth of influence. If more students are exposed to brain-based methods of thinking and learning, then inevitably more students become scholars and are able to learn more deeply, efficiently and effectively. The application of intentional brain-compatible research and instruction in remedial, as well as accelerated educational circumstances, may ultimately lead to true mass education for this nation and an overarching shift in the bell curve. Instruction and learning stemming from neuroscientific research and

understanding is likely to shift the paradigm for school and scholar performance, and the implications and benefits are innumerable (Caine & Caine, 1994; Hart, 1998; Jensen, 2008). AAA will be a beacon for this kind of forward research, dialogue and practice.

■

Educational Design

Ignite Achievement Academy has designed an educational model that will apply intentional brain-compatible research and instruction. After a careful study of Achievement First's Greenfield Model, it is clear that many of its components align to AAA's vision, mission and neuroscientific approach. Achievement First is a network of 21 high-performing charter schools serving scholars in five cities across the United States. During the 2015-16 school year, Dr. Deborah Sawch conducted a case study on the elementary school implementation of this model, which was piloted in the kindergarten/grade level (SEE ATTACHMENT 3). The model has been proven to exceed results for children in the demographic being served. In fact, end of year reading scores revealed exceeded targets by 90% proficient and 90% advanced in the kindergarten pilot. Northwest Evaluation Association MAP Assessment math growth revealed that 60% of scholars scored within the 75th percent growth percentile or higher, surpassing Achievement First's target goal of 5%.

The Greenfield Model is designed to answer key question: How can our scholars be the best prepared scholars in the world? How can we prepare them to be contributing members of society, that upon graduation have the skill sets to successfully navigate enrollment and completion at a higher education institution, employment at the business of their choosing or enlistment in the armed forces to serve their country?

Ignite Achievement Academy will serve scholars through four main pillars of its model:

1. Accelerated Academics

The core curriculum will be designed to Common Core and Indiana Academic Standards. The Understanding by Design outline focusing on backwards planning will undergird and support the deliberate and intentional creation of chief aims, assessments (in a variety of forms), and lessons and lesson planning (SEE ATTACHMENT 3). The school will draw upon the research of Dr. Henry Levin's accelerated school philosophy specifically designed for "at risk" students through an Accelerated Schools Program (ASP) model. The Accelerated Schools models that have been successful have stuck to the "80 percent buy-in requirement" (Levin, 2001, p. 9). This involves democratic process in which the culture is driven by all stakeholders. This means that all stakeholders must have vested interest in the transformation of the school for the overall betterment of not just the school itself, but the entire school community at large. Equity, participation, communication, collaboration, community, reflection, experimentation, trust, risk-taking, and the school as the center of expertise are among the central values that orient all actions of an Accelerated School" (Levin, 2001, p. 14).

■

2. Habits of Success

Ignite Achievement Academy does not only desire strong academic outcomes for its scholars, but also relies heavily on ensuring scholars develop the habits of success to promote productive and joyful lives. Scholars are trained to develop growth mindsets and to become critical thinkers. These key elements include personal growth, drive, empathy, gratitude and curiosity. The educational foundation will center upon the latest research in neuroscience, brain-compatible teaching and learning, and the attitudes and techniques consistent with this progressive research. In that way, we can leverage and create learning environment where teaching and learning is more efficient and achieved at continually deeper levels. Additionally, the curriculum will be fortified by alliances with some of the leading researchers and scientists in the country and field of brain research and culturally responsive pedagogy. The school will also incorporate series of mindfulness/brain exercises to enhance scholars' brain function, mental acuity, and socio-emotional intelligence. An academic rhyming block will use multisensory strategies, especially academic rhyming/songs to help solidify key concepts carried vertically across grade levels to ensure mastery. Brain-based academic supports that engage scholars to peak performance largely through music will be carried out with fidelity. Additionally, the day will include three brief periods of mental minutes which

serve as full school mindfulness practice/reset for approximately 2-3 minutes at a time. In these moments, scholars take time to center their minds, refocus, visualize, and reiterate a positive school-wide focus.

3. Excellence in Enrichment

Additionally, aspects of the curriculum will center on project-based activity as well as community activity so that scholars can practice application of their learning while using the community as the text. In order to make knowledge relevant and to build strong connections, a focus on TEAM (Science, Technology, Engineering, Arts, and Mathematics) will drive a majority of the Self-Directed Learning Blocks throughout the day and Multi-Tiered Systems of Support will be embedded during the elective blocks of focus on areas such as literacy and mathematics in the form of "labs" to assist struggling scholars. Lastly, a fully functioning Brain Lab (SEE ATTACHMENT 5) will be open to the scholars and teachers to provide an opportunity to explore and apply brain-based research and principles. Access to this lab allows for further expansion and exploration on school-wide neuro-science initiatives.

The forward research of pioneers in the field such as Dr. Judy Willis, Dr. John Medina, Win Wenger and Eric Jensen are at the forefront and fabric of our academics and school culture. Not only does this model have a focus on the brain science of teaching and learning, but also an intentional commitment to the intellectual, cognitive and socio-emotional development of our student population. While the educational model will highlight quantitative analysis, AA will exercise commitment to qualitative learning as well; pursuing increasingly effective and deeper levels of understanding aside from rote education. AA embeds the maieutic process to this end, restoring the quantitative learning versus qualitative learning balance. Research and professional development adapted from Dr. Win Wenger's Project Renaissance is a staple of this aspect of the educational model.

Project Renaissance capitalizes on the Socratic function of education: "Education" (as Educare), means drawing forth from learners their own understandings and perceptions. Thus, a model with a balance of qualitative and quantitative learning will allow for more personal connection with the information being acquired. According to Dr. Wenger, the implications of the maieutic method are as follows:

- Truly accelerated and enhanced learning; continually and efficiently building levels of proficiency which usually take substantially more time, effort and study.
- Increased perceptivity, awareness and ability in scholars since more scholars interact with information per instructional time block.
- The formulation of a unique and innovative system and set of complementary methods.

Academic Modules are a series of multi-sensory and brain/mind-based activities, lessons, strategies, and techniques that serve as a means to engage scholars, ignite more of the brain in the learning process, and to help scholar learning at increasingly deeper levels. Key aspects of the curriculum include but are not limited to the following:

- Academic Rhyming-Based on the Department of Education State Standards, critical vocabulary words and concepts are incorporated into mnemonic writing exercises so that students creatively develop a broader and more in-depth vocabulary. This process is a scientifically researched learning technique that encourages higher order thinking. Each grade level will also have access to pre-recorded academic songs/essential summaries based on each power standard per grade level. Scholars have time built into the day to practice these songs and jingles, assisting the mastery process.
- Mind-Mapping-Created by brain function specialist Dr. Tony Buzan and Michael Gelb, author of "Think Like Da Vinci," mind mapping is a creative diagram and graphical representation of words, ideas, tasks, or other items linked to and arranged around a central key concept or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, problem solving, decision making, memory recall, retention, and writing.

- **Mental Math Aerobics (MMA)**- MMA is based on research from the Vedic Mathematics Sutras as well as the system created by mental math genius Mike Byster. Students learn memory strategies and ways to mentally compute information in lightning speeds. The exercises stimulate and integrate the brain of each student while building confidence and mental computation skill.

□

- **Image Streaming**- This simple exercise has been considered the ultimate creative thinking exercise and has been shown to increase the IQ of its practitioners. Image Streaming was developed based on years of scientific study by Dr. Win Wenger, researcher, scientist, and author of several publications including the book, "The Einstein Factor." It is the process of describing and recording aloud in sensory rich language the stream of thought running constantly through the mind. This practice when done properly and consistently has profound effects on intelligence, verbal descriptive ability, and creativity as it unleashes the students' imagination through visualization.

□

4. Scholar, Family and Staff Motivation

Shared commitment from all stakeholders is the mantra of Ignite Achievement Academy. Community influence and involvement will be a staple in the design of the school and scholar achievement. Parent Universities, Learning Parties, and Co-curricular community alliances will be fostered to provide scholars and parents a rich educational experience.

- Parent Universities are regularly scheduled opportunities to bring in and educate parents on a broad array of topics such as, but not limited to the following: how to understand assessments, crash course on school culture, literacy strategies for parents to help at home, etc.
- Academic Learning Parties are held throughout the year to strengthen the "Home-to-School" connection. Scholars play games centered on theme such as math or literacy. There is a "make and take" activity so that scholars and families can continue the learning fun at home.
- Co-curricular community alliances are continually sought to bring in the expertise of the community at large as well as to provide enrichment for scholars. Organizations like Pink-4-Ever, Inc., provide health education and screening opportunities for families; while organizations like Level 100 Martial Arts College and Heart, Desire, Belief, Institute partner with AA to provide character development through physical activity such as martial arts and basketball instruction respectively.

School Culture

□

These four main pillars must be supported by an intentional, firm and continually reinforced school culture. At its core, AA believes that academic proficiency will only occur in the most challenging demographics of the district if the school culture (staff, parents and scholars) is intentional, firm, and continually reinforced. The AA culture is methodically developed upon a foundation of safety, neuroscientific research, relevance, engagement, and high academic expectations & rigor for every child. Additionally, the school culture will reflect our intent and commitment to love, professionalism, virtue, self-discipline, responsibility, resilience, teamwork, and self-awareness/mastery.

□

Building upon these concepts, AA holds fast to the "Five Pillars of School Culture:"

□

- ❖ **Rigorous college/career prep expectations, scaffolds and resources:** AA's rituals, practices, routines, and supplemental programs will embrace and reinforce the school's culture of scholarship and the development and cultivation of academic mindsets, success thinking, curiosity and achievement. Scholars will be developed on the "Mindsets of Success:"
- ❖ **Culturally responsive instruction & curriculum:** Teachers are professionally developed in best practice, strategy and technique so that scholars are better able to relate and connect with information.

Intentional literature and culturally infused curriculum will be utilized to provide social, historical and cultural address of the state standards.

- ❖ **Character Development:** We hold that education should be an organic, holistic process as opposed to a resignation to just reading, writing and arithmetic. Helping scholars become self-aware/regulating, socio-emotionally balanced, and principle-based will enhance our school culture and make great academic gains more practical and accessible. The innovative infusion of traditional martial arts philosophy and instruction will also help scholars develop strong bodies, strong minds and strong character. Martial arts infusion is also a proactive way to address and wipe out bully culture. AA is purposeful about achievement and leadership development as well. 10 Core Values of Achievement will undergird the overall school culture and be reinforced through martial arts instruction. These values will be posted throughout the building and classrooms:

- ☐ **Respect**-The importance of respect for self, others, and materials.
- ☐ **Honesty**-The importance of building character through honesty with self and others.
- ☐ **Compassion**-The importance of having an unselfish concern for others.
- ☐ **Integrity**-Developing intrinsically motivated young people that make principle based, reflective decisions.
- ☐ **Effort**-The importance of a mindset of "most effort," and "personal best" i.e., "trying one's best."
- ☐ **Swagger**-The importance of having pride, honor, and self-confidence.
- ☐ **Hotep**-The importance of contributing to peaceful living and interactions with others at school, within community and on earth in general.
- ☐ **Service**-The willingness to help and assist others; especially those in need.
- ☐ **Umoja**-The necessity of unity and teamwork to make the dream work.
- ☐ **Propósito/Elle/Ida**

- ❖ **Holistic Focus:** Socio-emotional & nutritional health are two components that will address underlying needs of the community that we anticipate serving. Scholars may be experiencing effects of chronic stress. Additionally, Ignite Achievement Academy at Elder Diggs School is within what is considered a food desert. AA will provide learning opportunities to address nutritional education and practice, socio-emotional development and growth mindset. A holistic curriculum will be utilized as a central component of the holistic agenda that AA to address, emotional intelligence, and socio-emotional cognitive development.

- ❖ **Safety & Positivity:** In order for scholars to be in a mental state of mind to provide their best and most productive efforts and experience, school community safety must be an instrumental aspect of school culture. Scholars will be trained on bully prevention and conflict resolution. A Director of Peace and Safety will serve in an administrative capacity to ensure emergency procedures, protocols, and considerations are provided and understood by the school community. The Director of Peace and Safety will ensure appropriate interactions on school grounds and will even engage scholars in positive conflict resolution dialogue when convenient.

Community Building and Unity

In keeping with the mission of accelerating scholars with a holistic approach, AA will provide an environment and opportunities for scholars to develop and deepen their sense of unity and connection within their classrooms, grade levels, school community, and community at large. School cohorts will reflect local colleges so that scholars develop a sense of pride and association with higher learning institutions at the earliest ages. Unity is also promoted by the dress code and/or uniform all scholars are required to wear. A "community ambassador" in each class will formally greet guests and visitors upon arrival.

As the day begins, a largely student-directed “Community Peace Rally” assembly is facilitated. The Community Peace Rally serves to set the tone and mindset for the day. The assembly also provides an opportunity to promote camaraderie while reinforcing rituals, routines, recitations and affirmations of great acts of leadership and achievement. These acts of leadership and achievement are tracked, highlighted and scholars/staff/school community are publicly recognized. On Fridays, the Community Peace Rally is the community assembly reserved for the end of the day to recap the successes of the week and end on a positive collective experience. During the Community Peace Rally, scholars practice meditation, review classroom and school expectations and school-wide “theme of the week” is discussed.

Every semester, a Parent University and/or Learning Party will be provided for the parents and school community. Parent University events are designed to address parent concerns and proactively keep them abreast of relevant information that can help parents become better teachers at home and also provides supports for professional and community development for families, adults and caregivers. Stand for Children and Fathers and Families are two organizations that have the kind of auxiliary supplemental programming of which AAA will partner to enrich families. Through community alliances like the aforementioned, AAA will serve as a wrap-around resource hub for the entire family structure via connecting families with community relevant services.

Learning Parties are after school community events dedicated to a subject matter. They consist largely of make-and-take academic projects that are engaging and diverse enough for all grade levels. These school-to-community opportunities serve to bridge the home-to-school connection. Other events, promotions and showcases will take place on schedule throughout the year.

Calendar and Schedule

In addition to our scholars navigating how to discover balance in their lives, it is equally important for our staff to have work-life balance. Teachers who are well-rested are better prepared mentally, physically and emotionally to take on this important work. Ignite Achievement Academy will run a balanced calendar. Teachers will attend a mandatory three-week training in July for staff development. The school year for scholars will run from August through June. In addition to the traditional Fall, Winter, Spring Break, and Federal holidays, Ignite will also embed quarterly Mental Rejuvenation Days into the schedule to guard against teacher burn-out.”

A commitment to data analysis and professional development will be built into the school week. Scholars will be released at noon one day a week to see that teachers have ample time to review and disaggregate data, receive world class professional development around neuroscientific instruction and relevant pedagogy, and ample time to reflect on practice and plan forward. Weekly meetings modeled after Richard DuFour’s Professional Learning Communities (PLC) will encourage collaboration within grade levels and within the staff at large. This model of teamwork will see that ongoing conversations, best practice sharing, and data scrutiny will encourage a process of constant refinement and never ending progress.

Below are sample school day schedules:

Time	Regular Release Schedule Grades K-6 (4 days a week)			
7:20am	Breakfast in Class	Breakfast in Class	Breakfast in Class	Breakfast in Class
7:35am	Morning Circle	Morning Meeting	Morning Circle	Morning Meeting
8:05am	Large Group ELA	Large Group ELA	Large Group ELA	Large Group ELA
8:55am	Elective	Elective	Elective	Elective
9:35am	Science/Social Studies	Science/Social Studies	Science/Social Studies	Science/Social Studies
10:15am	Small Group Math	Small Group Math	Small Group Math	Small Group Math

11:15am	Flex Time	Flex Time	Flex Time	Flex Time
11:30am	LUNCH	LUNCH	LUNCH	LUNCH
12:20pm	Elective	Elective	Elective	Elective
1:00pm	Large Group Math	Large Group Math	Large Group Math	Large Group Math
1:50pm	Small Group Reading	Small Group Reading	Small Group Reading	Small Group Reading
3:20pm	Self-Directed Learning	Self-Directed Learning	Self-Directed Learning	Self-Directed Learning
4:00pm	Enrichment	Enrichment	Enrichment	Enrichment
5:30pm	Dismissal	Dismissal	Dismissal	Dismissal
Sample Early Release Day Schedule Grades K-4				
Time		Activity		
7:20am		Breakfast		
7:35am		Reading Instruction		
8:35am		Math Instruction		
10:05am		Whole School Circle Up		
10:45am		Whole School Community Meeting		
11:30am		DISMISSAL		
Sample Early Release Day Schedule Grades 5 and 6				
Time		Activity		
7:20am		Breakfast		
7:35am		Rotation 1 (ELA, Math, Social Studies/Science)		
8:15am		Rotation 2 (Math, Social Studies/Science, ELA)		
8:55am		Rotation 3 (Social Studies/Science, ELA, Math)		
10:05am		Whole School Circle Up		
11:30am		DISMISSAL		

* Flex Time is determined based on teacher discretion and is expected to rotate depending on need.

A Day in the Life of an Ignite Scholar

Genesis, a second grade scholar smiles happily as her mom pulls up to Ignite Achievement Academy and drops her off for another awesome day of learning. One of her principals, Mrs. Beavers waves hello to her mother and reminds her not to forget about tonight's Learning Party, Fun with Science. Genesis is beaming. She loves it when her family comes to the school and she gets to interact with her classmates and their families. Mrs. Beavers knows each child by name and even has a special nickname for Genesis. "Good Morning Genny Penny! Are you ready for a great day?" She asks. Mrs. Beavers gives her a big hug and she proceeds to the cafeteria to get breakfast. Upon entering the cafeteria, Genesis is greeted by three additional staff members who also know her by name. She walks up to her assigned table and grabs a pencil and her "Brain Work" for the morning. She sets the work down at her assigned seat and proceeds to the breakfast line. Today, they are serving oatmeal with fresh blueberries. She is excited, because she just learned in gym class last week that blueberries have flavonoids that help control memory and learning. "Getting your Brain Food, see!" It is Mr. Ely, her other principal. He walks over and gives her a high-five. Once Genesis finishes her breakfast, she uses her silent hand gestures to signal she is done. Her teacher, Mrs. Brown picks up her trash and she immediately starts on her "Brain Work," an assignment in addition with regrouping.

Mr. Ely rings the bell and Genesis knows to begin cleaning up her area in preparation for the Morning Meeting of the Minds. Genesis sits quietly, tall and proud, hands folded as Mr. Ely kicks off the day. Genesis and her teachers

engage in all and response back and forth as they happily recite their scholar's creed and prepare to transition to their sacred meeting space. Genesis is especially proud, because she gets to lead the line to the perimeter of the gym and carry her classroom's college cohort flag today. The scholars proceed with their daily ritual of affirmations, celebrations and chants. She looks over at Mrs. Brown and sees her teacher dancing and shouting along with the rest of the school. She also notices some parent volunteers standing off to the side observing as well. She is delighted that so many people in the community love to come to her school. Mind and Body Training now starts. Today, the focus is on deep breathing. Mr. Ely teaches the scholars that when they are angry, there are three steps they need to follow: (Step 1) Breathe First, (Step 2) Think About It, (Step 3) Do the Right Thing. The scholars share some examples of when they can apply this strategy that include arguments with siblings, interactions on the playground, etc.

Genesis leads her class out of the gym and they proceed through the hallway to class. Genesis is aware that being the line-leader is demonstrating responsibility, so she walks silently on the blue line, making sure she models excellence. She makes eye contact with one of the kindergarten teachers, Miss Day in the hallway. She gives Genesis the "thumbs up" signal. Genesis knows she is setting a positive example for her younger classmates and this makes her proud.

Genesis greets Mrs. Brown with a firm hand-shake and proceeds into her classroom. She files her homework in the "Homework Bin" and immediately reports to the carpet for Goal Review and Academic Rhyming. Genesis and her classmates recite their school-wide academic and mindfulness goals. They then prepare for their Academic Rhyme Essential Summary in Place Value. Since Genesis is the "Leader of the Day," she goes to the front of the room and leads the gestures that go along with the lyrics as the music plays.

Mr. Wynn walks through the door. Genesis knows that when he arrives, it is time to start Reading DL (Self-Directed Learning). Mrs. Brown goes over the three stations for today and has the scholars repeat back the directions to check for understanding. The timer is set and Genesis walks over to her first station at the interactive whiteboard. Working collaboratively, she and three other classmates complete a Venn-Diagram in which they compare and contrast character traits from the two stories they read aloud in class the previous week. When the timer beeps, Genesis knows it is time to go to her next station, Independent Reading. She walks over to her desk to retrieve her Henry's Freedom Box book and her Reader's Notebook. She has been instructed to make a prediction using evidence from the text. As she finishes up her prediction, Mrs. Brown approaches her to individually conference. Genesis eagerly shows her the clues she discovered in the illustration to help her figure out what Henry would do next. She then reads aloud a paragraph, while her teacher observes her applying the decoding strategies they had worked on in their last conference. Genesis finally heads to her final station, Synonym and antonym sort on the carpet. When the group is finished, they raise their hands and Mr. Wynn comes over to check their answers. When the final timer rings, Genesis leads the class back to their seats singing their classroom transition song that they created together at the beginning of the year. It is now time for small group math. After Mrs. Brown explains what they will be doing today, Genesis and her group report to Mr. Wynn's table in the back of the room. They are given baggies of base-ten blocks. Mr. Wynn models for the scholars how to create two and three-digit numbers with the manipulatives. He then writes down random numbers on a white-board and the group is instructed to show the matching conceptual representation with their blocks. In her second group, Genesis works with her teacher to identify the place values in different sets of numbers (she doesn't know this yet, but her teacher has strategically scaffolded these activities in preparation for today's large group lesson on comparing two and three-digit numbers). At her final station, she logs into the computer and works on a skill she has been individually struggling with: skip counting and identifying the missing number. The class leans up and Genesis leads the class to the cafeteria for lunch.

When Genesis arrives to the cafeteria, she gets into an altercation with one of her classmates who accidentally steps on her foot. She immediately begins to cry and balls up her fists. She walks over to Mr. Wynn who is supervising the class and asks if she can go to calm down. After receiving permission, she walks over to the other side of the cafeteria and remembers what Mr. Ely taught her in the Morning Meeting. She reviews in her mind: (Step 1) Breathe First, (Step 2) Think About It, (Step 3) Do the Right Thing. She takes two deep breaths and calms herself down. She

closes her eyes and thinks about what happened. Her friend Adyynn had gone to the restroom and had lost her place in line. When Adyynn came back, she accidentally stepped on Genesis' foot. Genesis had accused her of doing it on purpose and had wanted to push Adyynn in retaliation. After thinking through the incident, Genesis realizes what she now must do. She walks back over to Adyynn and apologizes for her behavior. Adyynn accepts her apology and the two girls hug. Genesis gets her place back in line and proceeds to her table with her lunch in hand. After lunch, Genesis and her class proceed to the playground, where she plays a game of four-square with her classmates.

When Mr. Wynn blows the whistle, Genesis immediately heads to the front of the line and waits patiently for Mrs. Brown to escort them to the restroom break and then back to class. Genesis and her classmates enter the room and prepare to take their timed Math Fluency Assessment. Genesis is determined to beat her goal of 140 problems in one minute. The signal begins and Genesis paces feverishly, as she recalls the facts she has been working on each evening with her mother. Once finished, she scans the paper one last time and holds her work up in the air. "Yes!" she shouts. She has beat her goal and is beaming with pride. Mrs. Brown collects the papers and begins introducing the concept of comparing two and three-digit numbers. As Genesis listens, she immediately makes a connection with place value from earlier in the day and shares it with the class. After completing some practice problems on individual whiteboards together as a class, Genesis completes the rest of the assignment independently on her own. Humanities Seminar now begins. Genesis and her classmates have been learning about how to embed temporal words into their writing. The class has been working on a narrative that they were writing together. As Mrs. Brown models, the class is asked to hold up which word card would go next. Genesis holds up the "then" card and is asked to explain her thinking. Once the whole class writing is finished, the teacher reviews the rubric and the scholars are instructed to begin working on their own individual pieces of writing. Mrs. Brown circulates and assists scholars as needed. Genesis finishes the task early and reports to the Early Finisher Basket for some additional challenge activities.

Mr. Ely gets on the loudspeaker and reviews the character trait of respect. He then goes on to say that he heard about a second-grade scholar using the deep breathing technique today at lunch to help resolve a conflict. He never mentions her name, but she knows she is talking about her. She holds her head high and cannot wait to share this with her family later tonight.

It is time for small Group ELA/Humanities. Genesis reports to Mrs. Brown for guided reading. Her group has been working on predictions. The scholars in her group are given Post-It notes and are instructed to read the next three pages independently and make notes on what they think will happen next using clues from the text. Genesis and her classmates eagerly share their predictions as Mrs. Brown records them on the easel. They then read an additional three pages to find out if their predictions were correct. The next station Genesis reports to is computers. She logs on to her computer and reads an article about the first African-American woman in space. She takes a mini-quiz and then responds to her teacher's email asking why the author wrote the story using first person point of view. At her final station, Genesis works with Mr. Wynn on creating a list of antonyms and synonyms that her group can use moving forward in their independent writing.

The class now prepares for Social Studies. They have been working on a community project to design a logo for the city's upcoming Arts Festival. Genesis applies her knowledge from the research her classmates did last week when studying the symbols found at the statehouse and other historic landmarks to come up with a creative design with her group. Tomorrow, they will share their designs and have to be prepared to share their rationale with the class and members of the community.

It is time for specials. Genesis knows she has been assigned to the Math Lab for extra help. She is becoming a stronger mathematician each and every day. She loves going to see Mrs. Moreno. They have been working on skip-counting and Genesis is showing excellent improvement. In fact, she got an A on yesterday's in-class quiz. She is excited to share the news with Mrs. Moreno. Genesis enjoys the Math Lab because she gets to learn mathematical concepts with fun materials like having cream, markers, poster board and salt trays. She knows attending Math

Labels helping her to achieve her goals and she is looking forward to her Accountability Conference next month with her teacher, another and community mentor, Ms. Lackey, where she will share the good news and show examples of her progress.

Genesis heads back to her classroom and prepares for enrichment. Today her class has a drama. Genesis looks forward to enrichment. Each quarter, her class has the opportunity to participate in different extra-curricular activity such as debate, robotics, dance, etc. After enrichment, it is time to get ready for dismissal. She writes down her homework assignment on her Homework Tracker and organizes her backpack. Genesis sits at her desk and starts on her homework, while waiting for her mother to arrive. Her mom greets Mrs. Brown and signs her out for the day. Her mother calls out, "I saw she earned 100 points today!" She did! She showed self-control and respect for others," her teacher responds. That calls for some ice cream," her mother smiles. Genesis and her mother stop by the local ice cream parlor for a sweet treat. While in line, a woman acknowledges that Genesis is wearing an Ignite uniform and how she has heard great things about the school. She is planning to enroll her kindergarten here this upcoming school year. They head back to school later that evening for the Learning Party. Mrs. Beavers, Mr. Ely and four other teachers are here to pass out materials. She takes a seat next to her best friend Brianna and her family. She loves her school and is honored to be an Ignite scholar!

A Day in the Life of an Ignite Teacher

Mr. Smith, the new third grade teacher eagerly arrives to Ignite Achievement Academy thirty minutes before contract time to prepare for an amazing Monday! He turns on his interactive whiteboard, updates his student goals for the day, sets up his stations and runs through his lesson plans to review the day's content. Today his class is going to interview Dr. Taylor, the pediatrician at the local health clinic for their classroom project on healthy lifestyles. He knows his scholars are beyond eager to ask their questions. They have been researching the past several weeks and are excited to learn more before they go on their field trip to the clinic the following week.

Mr. Smith takes his rate of "Brain Work" to the gym and reports to breakfast duty. He warmly greets his scholars with a smile and assists them with getting breakfast and ensuring their uniforms look neat and tidy in preparation for the busy day ahead. After breakfast is over, Mr. Smith assists scholars with cleaning up their designated areas of trash and filling their "Brain Work" in their assigned folders. Scholars are called to attention by the Head of School and the Meeting of the Minds begins. Scholars proudly recite their school creed and march excitedly to the perimeter of the gym to participate in additional chants, celebrations and affirmations. Mr. Smith chants along with his scholars and models the same enthusiasm his proud scholars exhibit. The scholars receive Mind and Body Training. This week, the focus is on visualization. Scholars and teachers meditate along with the school leaders as they read aloud a passage from a text and discuss how pictures can be created in the mind to help the reader make sense of the story.

The scholars follow Mr. Smith silently and orderly through the hallways to the classroom. Mr. Smith greets all of his scholars by name with either a hand shake, a hug or high-five. Scholars quickly put the previous evening's homework in the "Homework Bin" and come to the carpet for Goal Review and Academic Rhyming. Mr. Smith reviews the class-wide goals and reminds his scholars that their "Accountability Teams" (made up of their parent, teacher and designated community member) will be meeting next week at Parent-Teacher Conferences to discuss their progress this quarter. It is then time for the scholars to practice their essential summary on Grammar. Mr. Smith presses play on the interactive whiteboard and the music begins. Mr. Smith and his scholars happily sing along and demonstrate the gestures that correspond with each part of speech they have been learning.

Ms. Davis (Instructional Assistant) arrives and Mr. Smith announces it is time for Reading IDL (Self-Directed Learning). The three stations for today include pre-fix and suffix match, independent reading with an entry in their Reader's Notebooks and an interactive whiteboard game involving word sense. The class works independently while Mr. Smith confers with individual scholars. Meanwhile, Ms. Davis circulates and assists stations as needed. Scholars report to the carpet and Mr. Smith reviews the small group math agenda. Scholars in Ms. Davis' group will be working on comparing fractions in preparation for the large group lesson later in the day focusing on equivalent fractions, while Mr. Smith's groups will be tailored to the individual needs of his scholars.

final group will be on the laptops working on individualized math concepts. Once the rotation times is over, scholars are told to clean up and prepare for transition to lunch.

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Scholars are escorted to lunch and recess with the instructional assistant and Mr. Smith joins his grade-level team in the lounge for this 30-minute duty-free lunch. After lunch, Mr. Smith reports to the Data Room to meet with the Dean of Academics for third grade's weekly PLC meeting.

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Mr. Smith reports to the playground to retrieve his scholars. Once back in the classroom, Mr. Smith introduces equivalent fractions through the I Do, We Do, You Do model. One of his administrators is in the classroom observing. She will provide feedback to him within 24 hours. As a newer, inexperienced teacher, Mr. Smith enjoys receiving and applying feedback and has noticed great improvement in his instruction since the beginning of the school year. The scholars take out their Writer's Notebooks in preparation for Humanities Seminar. Scholars receive a mini-lesson on responding to text-dependent questions utilizing a 3-point rubric. The School Head comes on the loud speaker and the entire school reviews the weekly character trait of respect and meditates on it. Mr. Smith circulates the room to ensure scholars are actively participating the entire time. Ms. Davis joins the class again and Mr. Smith reminds the class that this time for small group LA/Humanities. There are three groups the scholars participate in. Mr. Smith teaches guided reading based on scholar lexiles, while Ms. Davis reinforces the phonics strategy of the week: pre-fixes and suffixes. The final station is at the laptops. Scholars are instructed to log into their computer accounts and read an article and forms tailored to their specific reading levels. They are then to answer the two constructed response questions and e-mail them to Mr. Smith for a grade. Once small group LA/Humanities ends, it is time to start Science/Social Studies (which alternate by unit). For 50 minutes today, Mr. Taylor is joining the class for a question and answer session. Scholars are instructed to take out their notebooks and refer to their self-generated questions. They are also told to take notes to assist with their project of promoting wellness in their community. Mr. Smith facilitates the interview, as the scholars actively participate in the dialogue with their special guest.

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Mr. Smith lines up scholars for specials. This week this class has art. His lower performing scholars have been assigned to Math or Literacy Lab, depending on the need. They are released to go to their respective labs. The art teacher arrives shortly after and escorts the rest of the class to the art studio. Mr. Smith uses this prep period to run off materials, get caught up on grading and to update parents on celebrations/discipline issues occurring during the day. Scholars arrive back to class and prepare for enrichment. Once the designated community partner arrives at this class for coverage, this contract day is now over. Mr. Smith stays after an additional half-hour to straighten up the classroom and lay out materials for the next day. He also preps for his Reader's Theater after-school club that he has volunteered to hold next quarter. He takes some papers home to grade and proceeds to the parking lot. His mind is racing, as he thinks about all of the excitement this upcoming week!

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Discipline

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The discipline and behavioral philosophy of AA's general population and special needs scholars is one of a proactive model as opposed to a reactive approach and is thus a subject of ongoing research and development. Expectations are provided to the families in the Scholar/Family Handbook, and the Scholar Code of Morals. Conduct must be signed before the scholar is admitted to attend. The handbook will thoroughly outline all infractions and their developmentally appropriate and considerate consequences. As scholars are taught expectations for what is and is not considered appropriate and acceptable behavior, these concepts are modeled and reinforced throughout the day at the Community Peace Rally assembly and throughout classrooms. All teachers must utilize the same classroom rules. These rules, recited daily as a group, are as follows and adapted from Chris Biffle's Whole Brain Teaching: Follow directions quickly; Raise your hand for permission to speak; Raise your hand for permission to leave your seat; and make smart choices, stay cool, calm and collected. Scholars are also coached on how to self-regulate and bypass the emotional filter in the brain-the amygdala. Scholars are regularly instructed and trained on how to stay cool, calm and collected by breathing first, thinking about it, and doing the right thing.

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According to the Mindfulness in Schools Project, research suggests that mindfulness may provide young people with a valuable life skill by supporting them in number of areas: to feel calmer and more fulfilled; to get on better with others; to concentrate and learn; to manage stress and anxiety. As scholars are taught to meditate, they are proactively learning how to dissipate anger and other emotions that often lead to impulsivity and/or poor decision making.

Elements of the Restorative Justice methodology—a program based on responsibility, relationship cultivation, mutual respect, and understanding—will be adopted and adapted to create a unique discipline system at IAA. The IAA staff will also be developed along these lines in order to provide a community of responsibility as well as a desire to focus on understanding the source of behaviors as opposed to acting punitively for each infraction. In this way, scholars have the opportunity to reflect and revisit their choices; connect the behavior with the consequence and impact on self and community; repair and reconciliation. In addition, all teachers utilize a behavior influence color chart to track positive and negative behavior of scholars.

Ignite Achievement Academy School Discipline Plan

Detailed descriptions of the IAA discipline philosophy, policy and rights of stakeholders are outlined in the Scholar/Family Handbook and Scholar Code of Morals and Conduct. Any scholar accused may provide testimony and is provided an opportunity for due process and diligence. Once administration has conducted interviews and investigation, the proper disciplinary action will result. Depending on the severity of the infraction, a range of consequences from a phone call home to some other form of reflection and correction, may be employed. Parent preferences will be updated from the above handbook and will determine the likely communication medium in as teachers will be encouraged to communicate positive behavior on a regular basis. In the event that scholar redirection requires parental support, the proper school staff will engage caregivers and/or parents in the process of restoration. Only in the most egregious, serious and repetitive of circumstances will scholars be considered for suspension/expulsion. It is our assertion at IAA that the scholars that tend to exhibit the most challenging behaviors are those that are in need of the most love and support. It is impossible to provide such support if scholars are not in school with the culture of support that we provide. Infractions requiring a form of suspension or longer term removal from the educational setting will always be accompanied by a letter of notice and/or phone call home; either way, discipline at IAA is progressive and geared towards a holistic approach to identify and address the cause of behavior as opposed to addressing the symptoms of a larger issue.

Discipline Progression Chart

Tier	Description	Sample Infraction	Actions Taken (depending on frequency and developmental level)
Tier 1	Aggressive Behaviors (physical)	Pushing, shoving, bullying, fighting, hitting, kicking, spitting, biting, etc.	Affective & Restorative questioning; loss of privilege; Restorative conference; Referral to RTI, Counselor, or health services Social Worker; change of placement/environment; out of school suspension
Tier 2	Aggressive Behavior (non-physical)	Defacing school property; threats, insults and bullying; inappropriate conversation	Affective & Restorative questioning; loss of privilege; Restorative conference; Referral to RTI, Counselor, or health services Social Worker;

			change of placement/environment; out of school suspension
Tier 2	Defiance/Insubordination	Refusal to follow directions; disrespectful attitude; out of assigned area without permission; tantrumming	Affective & Restorative questioning; Behavior chart; loss of privilege; parent conference; restorative conference, referral to RTI, counselor, or health services social worker
Tier 2	Inappropriate Behavior	Disrespectful tone; deliberate lack of urgency; insults and bullying; violation of classroom rules and resources	Affective & Restorative questioning; Behavior chart; in class redirection; loss of privilege; parent contact
Tier 1	Classroom Disruption	Violation of classroom rules	Affective & Restorative questioning; Behavior chart; in class redirection;

B. Academic Standards

Standard Adaptation and Implementation

Ignite Achievement Academy's accelerated model aims to treat each and every scholar as if they are gifted and talented regardless of previous experience. A detailed scope and sequence will be developed to support IAA with rigorous, engaging, and project-centered products. This blueprint will align to Indiana State Standards as well as Common Core Standards. Common Core Standards have been adopted to emphasize high levels of rigor, critical thinking and text complexity to ensure scholars become contemplative thinkers and creators. Ignite scholars will not only be expected to master their current grade level standards, but will also be exposed to standards a grade-level above. In order to serve every scholar and deliver on the promise of accelerating all scholars, supports such as the Math and Literacy Labs, after-school tutoring and Saturday School will be infused into the model to remediate scholars so that they are not left behind during day-to-day instruction.

The following outlines the development of curriculum documents that will provide cohesiveness for Ignite Achievement Academy's (IAA) educational model.

Curriculum planning in Humanities, Social Studies and STEAM will be developed to reflect IAA's three major design anchors: Acceleration, Personalization and Community. Scope and Sequence documents, Assessments, Unit Plans and Lesson Plans will be created with IAA instructional methods in mind in order to best accelerate scholars.

Scope and Sequence documents: These documents will provide unit overviews, Indiana State and Common Core Standards taught and assessed across four assessment cycles, assessment dates, and suggested pacing for the 2017-18 academic school year.

Exit Standards

Exit standards are the "overarching" skills scholars will need to demonstrate mastery of, in order to be promoted to the next grade level. Exit standards were determined by taking the current Indiana Standardized State Assessment Blueprint and aligning accordingly to both the current grade level and the grade level above. In the event this assessment changes, a similar process will be followed to determine the skills Ignite scholars will need to

be proficient in before moving on to middle school. It should also be noted that there are a number of Common Core Standards that overlap and align with several of these Exit Standards.

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The following chart provides examples of Exit Standards for grade 6, that would demonstrate successful completion of our program at Ignite Achievement Academy.

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6 th Grade English Language Arts Exit Standards Ignite Achievement Academy	
Strand	Expected Mastery
Reading: Literature and Vocabulary	<ul style="list-style-type: none"> ☐ Scholars will be able to describe, explain, and making inferences about literary elements and themes while citing explicit and inferential textual support. ☐ Scholars will be able to summarize the text; using knowledge of literary structure and point of view to provide explanation and analysis of literature. ☐ Scholars will be able to connect literary elements and themes across different forms or genres in literature. ☐ Scholars will be able to determine and clarify the meanings of words and understanding their relationships. ☐ Scholars will be able to determine or clarify the literal and nonliteral meanings of words and phrases and their uses in literature.
Reading: Nonfiction, Vocabulary, and Media Literacy	<ul style="list-style-type: none"> ☐ Scholars will be able to determine how central ideas are conveyed through details. ☐ Scholars will be able to analyze key individuals, events, or ideas and supporting analysis with explicit and inferential textual support. ☐ Scholars will be able to summarize the text; using knowledge and providing analysis of text features, structures, and author's perspective. ☐ Scholars will be able to trace and evaluate argument and claims. ☐ Scholars will be able to make connections between topics and ideas. ☐ Scholars will be able to use evidence to evaluate the accuracy of media messages and identifying the target audience. ☐ Scholars will be able to determine and clarify the meanings of words and understand their relationships; and determine or clarify the literal and nonliteral meanings of words and phrases and their uses in nonfiction texts.
Writing: Genres, Writing Process, Research Process	<ul style="list-style-type: none"> ☐ Scholars will be able to write an argument, informative, or narrative in response to literature and nonfiction texts. ☐ Scholars will be able to rewrite, edit, produce and strengthen writing to make clear and coherent. ☐ Scholars will be able to locate information in sources and assess the credibility of sources.

Writing: Conventions of Standard English	<input type="checkbox"/> Scholars will be able to use and/or identify grade-level appropriate Standard English conventions (e.g., usage of parts of speech, capitalization, punctuation, and spelling).
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6 th Grade Mathematics Exit Standards Ignite Achievement Academy	
Strand	Description
Number Sense and Computation	<input type="checkbox"/> Scholars will be able to compare rational numbers. <input type="checkbox"/> Scholars will be able to solve problems involving absolute value. <input type="checkbox"/> Scholars will be able to convert among fractions, decimals, and percents. <input type="checkbox"/> Scholars will be able to solve problems involving ratios and rates. <input type="checkbox"/> Scholars will be able to divide multi-digit whole numbers fluently. <input type="checkbox"/> Scholars will be able to compute with positive fractions and decimals fluently. <input type="checkbox"/> Scholars will be able to solve real-world problems involving positive fractions and decimals. <input type="checkbox"/> Scholars will be able to solve problems involving ratios and percents. <input type="checkbox"/> Scholars will be able to evaluate positive rational numbers with whole number exponents. <input type="checkbox"/> Scholars will be able to apply the order of operations and properties of operations to evaluate numerical expressions.
Algebra & Functions	<input type="checkbox"/> Scholars will be able to evaluate expressions for specific values of their variables. <input type="checkbox"/> Scholars will be able to apply the properties of operations to create equivalent linear expressions. <input type="checkbox"/> Scholars will be able to solve 1-step linear equations fluently. <input type="checkbox"/> Scholars will be able to represent real-world problems using linear equations and solving such problems. <input type="checkbox"/> Scholars will be able to solve problems involving points in the coordinate plane.
Geometry & Measurement	<input type="checkbox"/> Scholars will be able to solve problems involving conversions across measurement systems. <input type="checkbox"/> Scholars will be able to solve problems involving the sum of the interior angles of triangles and quadrilaterals. <input type="checkbox"/> Scholars will be able to solve problems involving area of two-

	<p>dimensional complex shapes.</p> <p>Scholars will be able to solve problems involving volume and surface area of right rectangular prisms.</p>
Data Analysis & Statistics	<p>Scholars will be able to create and interpret graphical representations of numerical data.</p> <p>Scholars will be able to summarize data using measures of center and spread.</p>
Mathematical Process	<p>Scholars will be able to make sense of problems and persevering in solving them.</p> <p>Scholars will be able to reason abstractly and quantitatively.</p> <p>Scholars will be able to construct viable arguments and critique the reasoning of others by modeling, using appropriate tools strategically, attending to precision, and making use of structure.</p>

6 TH Grade Science Exit Standards Ignite Achievement Academy	
Strand	Description
Physical Science	<p>Scholars will be able to understand how to measure the volume and mass of an object.</p> <p>Scholars will be able to understand the differences between mass and weight, and how the weight of a whole object is equal to the sum of its parts.</p> <p>Scholars will be able to demonstrate an understanding of kinetic and potential energy.</p> <p>Scholars will be able to explain how energy can be transferred into different forms.</p> <p>Scholars will be able to explain how the motion of particles in an object defines its state of matter.</p> <p>Scholars will be able to understand that mass is conserved when an object changes state.</p>
Earth and Space Science	<p>Scholars will be able to understand the composition and movements of objects in the solar system.</p> <p>Scholars will be able to describe the physical characteristics of all objects in the solar system.</p> <p>Scholars will be able to explain how Earth's movement causes the day-night cycle and the change in seasons.</p> <p>Scholars will be able to understand how the moon's movement creates its apparent changing shape over the course of a month, and how the sun's movement across the sky appears to change throughout the year.</p>
Life Science	<p>Scholars will be able to understand the differences and roles of producers, consumers, decomposers, predators and prey in an ecosystem.</p>

	<ul style="list-style-type: none"> Scholars will be able to understand how factors and changes in an ecosystem affect the organisms in that ecosystem. Scholars will be able to understand how plants and animals either create or consume energy needed to grow and function.
Science, Engineering and Technology	<ul style="list-style-type: none"> Scholars will be able to understand the uses and importance of prototypes during the design process. Scholars will be able to understand the differences between kinetic and potential energy and how that energy transfers in a real-world scenario.
The Nature of Science	<ul style="list-style-type: none"> Scholars will be able to understand how to develop testable questions. Scholars will be able to collect and interpret data from investigations, and analyze and communicate the results of investigations.
The Design Process	<ul style="list-style-type: none"> Scholars will be able to understand how to identify a problem to be solved and to select the most appropriate solution to that problem. Scholars will know how to evaluate the most appropriate solution, and how to improve upon the solution based on how well the solution addresses the original problem.

Promotion Policies and Standards

Ignite Achievement Academy is committed to preparing all scholars to be successful, contributing members of society. IAA does not support social promotion, as we believe it is disservice to children to move them onto the next grade level if they are unable to demonstrate mastery of the content being covered. It is always the intention of IAA to take a proactive approach to scholar success, so interventions such as Math and Literacy Labs, tutoring and Saturday School will be offered immediately in the event a scholar is struggling. Ignite will also have on-going dialogue with families to ensure they understand where their scholar is performing academically and what they can do to reinforce learning in the home.

If in the event these interventions do not reflect adequate growth via grades and/or assessments, promotion will not occur. Scholars who receive failing grade at the end of the year in any core academic subject: English Language Arts, Mathematics, Science or Social Studies, will automatically be retained. In addition, if multiple data points reflect below grade level performance on benchmark and summative assessments in the middle or end of the year, grade reclassification may also be considered through the designated Retention Committee. Scholars that earn passing grades in all core subject areas and demonstrate on-grade level or above performance on benchmark and summative assessments will automatically be promoted to the next grade level.

C. Curriculum

Ignite's curriculum will be designed based on three major design anchors: Acceleration, Personalization and Community. These three anchors adapted from the Greenfield Model are designed to maximize learning and cultivate long-term intrinsic motivation. These anchors will be distributed throughout four different modes intended to best match scholar acceleration. These nodes include:

- ❖ *Self-Directed Learning:* Building responsibility, ownership and identity by giving scholars control over sequence and some content.
- ❖ *Small Group Learning:* Hands-on and individualized instruction to go deep and receive lots of individualized feedback.

- ❖ **Large Group Learning:** Teacher-moderated instruction, debate, simulation and experimentation focused on answering key questions.
- ❖ **Expeditions:** Opportunities to experience content and apply skills in the context beyond the school (using the community as the classroom).

Ignite Achievement Academy will utilize a plethora of instructional materials and methods to ensure variety of learning modalities are addressed in its lessons. It is the intent of AA to not follow a scripted curriculum. Teacher voice is valued and AA believes that all teachers are capable of developing lessons tailored in tandem to their scholars' interests and specific learning needs. Because of this autonomy, it is going to be crucial that teachers are developed to be intentional about their lesson planning and delivery. During summer on-boarding, teachers will be trained on how to navigate pre-determined scope and sequence aligned to state standards. In addition, there will be time dedicated to unpacking the standards, to ensure teachers grasp what scholars will need to know to demonstrate mastery of these standards. Staff will also be developed on the leading neuroscientific research and provided with a tool-kit of best instructional practices from which to pull. Teachers and support staff will have access to a variety of resources to develop engaging, relevant, impactful lessons, utilizing the Understanding by Design Framework by Wiggins and McTighe. In addition to these resources, staff will be provided with exemplar lesson plans, on-going coaching and opportunities for teacher observation throughout the year. A designated member of the administration team will provide recurring lesson plan feedback, as well as in-class observation feedback. Common planning time will be embedded throughout the day and scholars will be released early once a week, so that on-going Professional Development and data analysis can be provided to meet the real-time needs of the school.

It is AA's mission to not only promote rigorous critical thinking and hands-on learning, but to also equip scholars with the tools they need to navigate their socio-emotional health and well-being. The character development component and cultural relevance element are essential to the outcome of positively impactful, societal contribution. It is imperative that all demographics are reflected throughout the scope of the curriculum and learning experience.

English Language Arts

In grades K-6, reading blocks will be utilized to advance scholars' literacy skills in the pillars of literacy: phonemic awareness, phonics instruction, fluency, vocabulary, and comprehension. In grades K-3 an additional block of word study and phonics instruction will be embedded to reinforce letter-sound recognition and patterns throughout the day. In addition to the five pillars, there will be a layer of rigor focusing on text complexity, text dependent questions, and intentional delivery of academic and content specific vocabulary relevant to scholars' demographic and cultural experiences in all grades. A comprehensive Reading and Writing curriculum will be provided as a resource to assist teachers in lesson planning. During small group instruction an online, individualized program will be utilized to support scholars in grades K-2 by reinforcing early literacy skills. Similarly, an online reading curriculum for our high stakes testing grades will provide scholars with individualized reading plans based on their Lexile level. The text will be non-fiction and the program will be equipped with progress monitoring capabilities.

Mathematics

In grades K-6, the math block will include teacher developed procedures-based lessons, opportunities to discuss/defend different approaches for problem solving, math fact fluency, and opportunities for project-based learning, so that learning becomes actionable and applicable. The majority of the lessons will focus on fewer concepts and greater emphasis on mastery. This model will allow scholars to gain a concrete understanding through hands-on and pictorial representations in addition to the traditional model. Scholars must not just understand the how, but also the why in order to be successful mathematicians. During small group instruction, online programs will serve as a means of personalizing learning to accelerate all scholars.

Science/Social Studies

In grades K-6, the Science and Social Studies blocks will cover all necessary state standards through Project-Based learning but will have an intentional focus on history with particular focus on demographic and cultural contribution to inspire self-worth and pride. Scholars will complete a total of four projects (one per quarter). Each project will have one driving question that will span across each grade-level. The question will need to meet the following criteria: Relate to a real-life problem, be community-driven, have a long-lasting impact on the community, bring community members into the classroom and connect to grade-level standards.

The Arts

In grades K-6, the scholars will receive the following electives: performing/visual arts, music, physical education with focus on health and financial literacy. There will be an intentional cross-curricular emphasis for all electives. To address emotional constancy, confidence, and bully awareness, there will be a martial arts focus to the physical education program where scholars will be instructed in traditional martial arts training to help develop focus, self-discipline, self-control, and self-confidence twice per week. Scholars that enter kindergarten and stay at the school through 6th grade ultimately will potentially go to middle school as junior black belts.

Character Education

In grades K-6, the school will also incorporate mindfulness, "mindset", brain exercise/builder blocks to develop scholars' brains, mental acuity, and socio-emotional intelligence. This innovative approach will lead to an increased level of scholar focus, stamina and self-control in the classroom. Because scholars will be better able to regulate their emotions, relieve anxiety and work through obstacles with a growth mindset, strong academic outcomes will result. In this way, there is an intentional commitment to exercising the brain in order to build more efficient brain function, capacity and mental acuity. This approach rounds out and supports the Greenfield Model as it provides a holistic approach to acceleration. An Academic Rhyming block will use multisensory strategies, especially academic rhyming/songs to help solidify key concepts carried vertically across grade levels to ensure mastery. Additionally, the day will include three brief periods of "mental minutes" which serve as a full school mindfulness practice/reset for approximately 2-3 minutes at a time. In these moments, scholars take time to center their minds, refocus, visualize, and reiterate a positive school-wide focus.

Enrichment

Every day from 2:00pm-5:30pm, scholars will participate in an enrichment block in which they will receive non-academic instruction in the form of clubs. Teachers as well as community members will rotate classrooms throughout the year to provide activities to scholars such as drama, chess, robotics, dance, etc. Community partners that have expressed interest include, but are not limited to: New Era Church, YMCA, CLD, Kuumba, FusiK MusIQ, Kaapa Alpha Psi Fraternity, 100 Black Men, Level 100 Martial Arts, Heart Desire Belief Wolfpack, courage to encourage, Oasis, Planner House, Indy Gems, Future Leader Series and Read Up.

Ignite Achievement Academy Instructional Methods

- ❖ **Self-Directed Learning**-Building responsibility, ownership and identity by giving scholars control over sequence and some content.
- ❖ **Small-Group Learning**-Hands-on and individualized instruction to go deep and receive lots of individualized feedback.
- ❖ **Large-Group Learning**-Teacher-moderated instruction, debate, simulation and experimentation focused on answering key questions.
- ❖ **Expeditions**-Opportunities to experience content and apply skills in a context beyond the school (using the community as the classroom).
- ❖ **Read Aloud**-Modeled reading to fluency and expression that introduces vocabulary and other foundational reading skills.

- ❖ **Shared Reading/Writing**-Interactive experience involving scholars joining in the reading of a book or creation of a piece of writing while being guided and supported by a teacher.
- ❖ **Guided Reading/Writing**-Small group instruction designed to provide differentiation in reading and writing.
- ❖ **Independent Reading/Writing**-Scholars are involved in choosing the materials they read; topics they want to write about.
- ❖ **Journaling**-Independent writing based on a variety of topics.
- ❖ **Word Study**-Learning how to spell through word patterning.
- ❖ **Whole Brain Teaching**-A variety of strategies developed by Chris Biffle to recruit different areas of the brain.
- ❖ **Call and Response**-Form of verbal/non-verbal interaction between the speaker and the listener.
- ❖ **Taxonomy**-A common language developed by Doug Lemov highlighting best practices in teaching.
- ❖ **Socratic Seminar**-Formal discussion based on text, in which the teacher facilitates by asking open-ended questions.
- ❖ **Maieutic Method**-Having scholars bring forth new ideas through reasoning and dialogue.
- ❖ **Didactic Instruction**-asserts the role of the teacher as that of the expert, with the students being receptors of the teacher's knowledge and experience.
- ❖ **Think Aloud**-Modeling in which the teacher says out loud what they are thinking when reading, problem solving or responding to a question.
- ❖ **Dancing Definitions**-A culturally relevant strategy developed by Augusta Mann to teach vocabulary through recitation and movement.
- ❖ **Academic Rhyming**-A series of brain-based, multi-sensory strategies to aid in conceptual mastery.
- ❖ **Essential Summaries**-Key concepts put to music to assist with mastery.
- ❖ **Reciprocal Teaching**-A reading strategy in which the scholars become the teachers and guide group discussions using four strategies: summarizing, questioning, clarifying and predicting.
- ❖ **Close Reading**-Thoughtful, critical analysis of text to gain deeper understanding.
- ❖ **Gradual Release/Scaffolding**-The I Do, We Do, You Do approach. The teacher assumes all responsibility in instruction and gradually releases until the scholar can complete the task independently.
- ❖ **Fact Fluency**-Ability to recall basic math facts quickly.
- ❖ **Calendar Math**-Utilization of a calendar to spiral in math standards.
- ❖ **CUBES**-A problem solving strategy to assist with understanding word problems.
- ❖ **Debate**-A formal discussion on a particular topic in which opposing arguments are respectfully put forward.
- ❖ **Project-Based Learning**-A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge.
- ❖ **Project Renaissance Strategies and Techniques**-Developed by Dr. Win Wenger capitalizing on the Socratic Function of Education.
- ❖ **Mindfulness**-A mental state achieved by focusing one's awareness on the present moment, while calmly acknowledging and accepting one's feelings, thoughts, and bodily sensations, used as a therapeutic technique.

Ignite Achievement Academy Instructional Methods					
Method	English Language Arts	Mathematics	Science/Social Studies	The Arts	Character Education
Self-Directed Learning	X	X	X	X	X
Small Group Learning	X	X	X	X	
Large Group Learning	X	X	X	X	
Expeditions	X	X	X	X	
Read Aloud	X		X	X	X
Shared	X				

Reading/Writing					
Guided	X				
Reading/Writing					
Independent	X		X	X	X
Reading/Writing					
Journaling	X	X	X	X	X
Word Study	X				
Whole Brain Teaching	X	X	X	X	X
Call and Response	X	X	X	X	X
Taxonomy	X	X	X	X	
Socratic Seminar	X		X	X	
Maieutic Method	X	X	X	X	X
Didactic Instruction	X	X	X	X	X
Think Aloud	X	X	X	X	X
Dancing Definitions	X	X	X	X	X
Academic Rhyming	X	X	X	X	X
Essential Summaries	X	X	X	X	X
Reciprocal Teaching	X				
Close Reading	X		X		
Gradual	X	X	X	X	X
Release/Scaffolding					
Fact Fluency		X			
Calendar Math		X			
CUBES		X			
Debate	X	X	X	X	X
Project-Based Learning			X		
Project Renaissance	X	X	X	X	X
Strategies and					
Techniques					
Mindfulness					X

Ignite Achievement Academy Instructional Materials

- ❖ **Common Core/Indiana State Standards**-Academic standards scholars are expected to master at the end of each grade level.
- ❖ **Understanding by Design Framework**-A lesson planning framework, in which the developer starts with the end product and works backward.
- ❖ **Guided Readers**-A series of books utilized in guided reading that are organized by genre and lexile.
- ❖ **Scripted Phonics Program**-A research-based literacy program that focuses on beginning reading skills.
- ❖ **Highly Recurring Phonic Elements Anchor Charts**-A culturally relevant chart developed by Augusta Mann to assist with phonic patterns and the sounds associated with them.
- ❖ **Thinking Maps**-Eight visual-verbal learning tools, each based on a fundamental thinking process.
- ❖ **Culturally Relevant Read Alouds**-Picture books that are reflective of the scholar's culture and community.
- ❖ **Afrocentric Infused Curriculum**-Culturally relevant history curriculum that teaches multiple perspectives as opposed to traditional European pedagogy.
- ❖ **ELA Computer Program**-Online differentiated instruction to improve reading skills.
- ❖ **Interactive Whiteboard Lessons**-Interactive whiteboard and lessons aligned to standards.
- ❖ **Depth of Knowledge Question Stems**-A category of question stems differing in complexity of thinking.
- ❖ **Laptops**-Portable computers
- ❖ **Vedic Math**- Mental calculation techniques developed and based on the Vedas.

- ❖ **MathComputerProgram**-A personalized, on-line learning resource.
- ❖ **Manipulatives**-Objects designed for children to learn mathematical concepts in a developmentally appropriate, hands-on way.
- ❖ **ProjectBasedLearningFramework**-A framework to develop and evaluate Project Based Learning.
- ❖ **CharacterCurriculum**-A growth mindset curriculum for elementary-aged scholars that is also research-based for teachers to integrate social-emotional learning into their classrooms.
- ❖ **GoNoodleWebsite**- A K-5 website that gets scholars moving with short interactive activities. Desk-side movement helps kids achieve more by keeping them engaged and motivated throughout the day.
- ❖ **BrainLab**-A lab on-site that is designed to enhance a scholar's cognitive, social and emotional well-being.
- ❖ **AthleticEquipment**-Sporting goods used for sport or exercise during Physical Education.

Ignite Achievement Academy Instructional Materials					
Materials	English Language Arts	Mathematics	Science/Social Studies	The Arts	Character Education
Common Core/Indiana State Standards	X	X	X	X	
Understanding by Design Framework	X	X	X	X	
Guided Readers	X				
Scripted Phonics Program	X				
Highly Recurring Phonic Elements Charts	X				
Thinking Maps	X	X	X	X	X
Culturally Relevant Read Alouds	X		X	X	
Afrocentric Infused Curriculum	X	X	X	X	X
ELA Computer Program	X		X		
Interactive Whiteboard Lessons	X	X	X	X	X
Depth of Knowledge Question Stems	X	X	X	X	
Laptops	X	X	X	X	X
Vedic Math		X			
Math Computer Program		X			
Math Manipulatives		X			
Project-Based Learning Framework			X		
Character Development Curriculum					X
GoNoodle Website				X	X
BrainLab				X	X
Athletic Equipment				X	

In order to meet the specific learning needs and interests of all scholars, Ignite Achievement Academy's lesson planning and instructional delivery will be based on the Accelerated School's philosophy developed by Dr. Henry Levin of Stanford University. All scholars will be treated as if they are gifted and talented, thus exposing each child

to a highly rigorous and demanding curriculum regardless of previous performance. Although scholars will be exposed to an accelerated pace during large group instruction, it is important to note that designated small group and self-directed learning time will be devoted to meeting explicit, individualized needs of each and every scholar.

A team of highly experienced consultants have been contracted to develop the scope and sequence that aligns Indiana State and Common Core Standards for the current grade level and the grade level above in all core subjects. Specific benchmarks will be expected to be met throughout the school year for each grade-level. In order to track the fidelity of these benchmarks, quarterly interim assessments aligned to the curriculum will be given to ensure scholar mastery of the standards.

During summer professional development, Ignite teachers will be introduced to the pre-determined scope and sequence mentioned above. They will be groomed on how to navigate the scope and sequence in preparation of unit unpacking and lesson planning. Extensive trainings will be devoted to walk teachers through the processes of creating strong, cohesive unit plans that will ultimately serve as the blueprint in lesson planning. These unit plans will follow the Understanding by Design framework, in which desired outcomes are identified through established goals, essential questions, key understandings, key knowledge and key skills. Acceptable evidence will be determined through performance tasks, tests, quizzes, prompts, work samples and observations. Teachers will then be provided with sample unit and lesson plans for reference, in addition to supplemental materials and Teacher Editions to create lessons that align to the explicit standards outlined in the scope and sequence. Grade levels will be required to develop weekly lessons and submit to administration for accountability and feedback.

Sample lessons provided will consist of the following components:

- ☐ “I Can” Statements (Objectives)
- ☐ Standards
- ☐ Required Materials
- ☐ Key Vocabulary
- ☐ I Do (Teacher Modeling)
- ☐ We Do (Guided Practice)
- ☐ You Do (Independent Practice)
- ☐ Exit Ticket/Informal Assessment
- ☐ Homework

Applying the gradual release model into the lesson delivery will be required, as the intentional scaffolding will set scholars up for mastery. Teachers will also be mandated to mark-up their lesson plans to embed engagement techniques. In order to serve limited English proficient learners and scholars with special needs, classroom teachers will collaborate weekly with EL and special education staff to ensure the appropriate accommodations and modifications are reflected in lesson plans. Differentiation mark-ups will also be included in all plans to reflect additional scaffolds and enrichment activities to support scholars that are below grade-level in addition to those requiring additional challenges. In the event scholars are still struggling, additional remediation in the form of Math and Literacy Labs, Saturday school and before/after-school tutoring may be assigned to reinforce key skills and concepts.

D. Assessment

Assessments for Ignite Achievement Academy will serve to drive instruction and to inform the school on its growth and goal attainment. At the end of each major assessment, extensive data dives will be held so that the Ignite team can identify class-wide, grade-wide and school-wide trends. In addition, this information will help to modify individual scholar and teacher supports. The majority of assessments chosen were selected because they meet the following criteria: Easy to administer, computer-based for quick turn-around, thorough reporting capabilities, instructional resources and ability to calculate growth over time. There are four major types of assessments that will be utilized: Diagnostic, Formative, Benchmark and Summative. Diagnostic assessments will be furnished to inform educators about each scholar's prior knowledge before beginning instruction. By having access to this data,

teachers will be cognizant of scholars' strengths and weaknesses when lesson planning. This will also assist in identifying scholars that may need to receive additional supports or challenges through the Response to Instruction process. Formative Assessments will be conducted by teachers during the learning process in order to modify teaching and learning activities to improve student attainment and determine if the level of rigor needs to be increased. Benchmark Assessments will provide teachers with important information about scholar learning relative to short- and long-term learning goals. They will also assess the instructor's fidelity to the scope and sequence and allow the administration to make adjustments as needed regarding school-wide and grade-level trends. Benchmark data will also indicate the skills and standards that may need to be taught/spiraled in to plans to meet the individual learning needs of each child. Lastly, Summative Assessments will be used to evaluate the outcome of the education program in order to measure scholar mastery and growth. Summative Assessments will be included in the overall evaluation of the instructor and assist administration in determining the overall progress of the school, so that future goal setting may occur.

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Diagnostic Assessments:

- ❖ **Kindergarten Screener**- An in-house assessment developed to evaluate children's readiness for kindergarten in a range of developmental tasks from self-care skills, to listening and communicating.
- ❖ **NWEA MAP (Grades K-6)**- The Northwest Evaluation Association Measures of Academic Progress is an on-line test given in Reading and mathematics that is scaffolded to find and identify the scholar's RIT score (instructional level). The RIT score and additional reports assists teachers in identifying scholars who may need additional challenges or supports throughout the school year.
- ❖ **DRA (Grades K-3)**- The Developmental Reading Assessment is a reading test in which scholars' grade-level reading strengths and weaknesses are identified. A scholar's reading level may also be determined using this assessment.
- ❖ **Acuity (Grades 4-6)**- Acuity is an on-line testing site aligned to state standards that can be utilized as a diagnostic, predictive and adaptive tool. It also has instructional resources for reteach and has custom assessment capabilities.

Formative Assessments:

- ❖ **Conferencing**- An informal way for teachers to gather information about their students' reading habits, interests, processes and strategies by listening to them read individually.
- ❖ **Exit Tickets**- A quick way to gauge what scholars have understood from the day's lesson. With this information, teachers can adjust instruction and plan how to best meet student needs by modifying and differentiating instruction.
- ❖ **Concept Maps**- Graphical tools used for organizing and representing knowledge acquired.
- ❖ **Non-Verbal Gestures**- A way for scholars to communicate an answer using hand signals or other movements in order for teacher to check for understanding. Example: Thumbs Up/Thumbs Down
- ❖ **Running Records**- A tool that helps teachers to identify patterns in student reading behaviors.
- ❖ **Mini-Whiteboards**- A fast way to check for understanding. Scholars write down and hold up their response so that the teacher can determine if they are able to demonstrate whether or not they are grasping the skill being taught.
- ❖ **Scholar Portfolios**- A compilation of academic work and other forms of educational evidence assembled for the purpose of evaluating course work quality, learning progress, and academic achievement.
- ❖ **Cold Call**- A "Teach Like a Champion" technique in which scholars are recalled on regardless of whether or not their hands are raised.
- ❖ **Recitation**- Repeating something aloud from memory.

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Benchmark Assessments:

- ❖ **NWEA MAP**- The Northwest Evaluation Association Measures of Academic Progress is an on-line test given in Reading and mathematics that is scaffolded to find and identify the scholar's RIT score (instructional level). The RIT score and additional reports assists teachers in identifying scholars who may need additional challenges or supports throughout the school year.

- ❖ **DRA**-The Developmental Reading Assessment is a reading test in which scholars' grade-level reading strengths and weaknesses are identified. A scholar's reading level may also be determined using this assessment.
- ❖ **Interims**-In-house benchmark assessments given at the end of each quarter in reading, writing and math to ensure the curriculum and designated scope and sequence are being taught with fidelity.

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Summative Assessments:

- ❖ **ISTEP+**- Indiana Statewide Testing for Educational Progress Plus is a state-wide, standardized assessment given in grades 3-6 in Reading and Math. Science and Social Studies may also be assessed depending on the grade. This assessment is given in two parts: Applied Skills and Multiple Choice.
- ❖ **IREAD-3**- Indiana Reading Evaluation and Determination Assessment is a state-wide standardized test given to all third graders to determine scholars' reading proficiency. Scholars take the assessment in the spring. If they do not meet the determined cut score, they are remediated and given the opportunity to retest in the summer.
- ❖ **End of Unit Tests/Projects**- Assessments designed to evaluate whether or not scholars mastered the content of a particular unit. They may take on multiple formats depending on the content that was taught.
- ❖ **DRA**-The Developmental Reading Assessment is a reading test in which scholars' grade-level reading strengths and weaknesses are identified. A scholar's reading level may also be determined using this assessment.
- ❖ **NWEA MAP**-The Northwest Evaluation Association Measures of Academic Progress is an on-line test given in Reading and mathematics that is scaffolded to identify the scholar's RIT score (instructional level). The RIT score and additional reports assists teachers in identifying scholars who may need additional challenges or supports throughout the school year. NWEA also has the capabilities to determine projected growth and to measure actual growth throughout the school year.

It should be noted that the NWEA MAP and DRA assessments selected have the capability of serving in Diagnostic, Benchmark and Summative capacity. Given at the beginning of the year, these assessments will identify the scholar's current performance level and skills/standards that have not been mastered. These tests also provide reports that determine scholar performance in comparison to other scholars, as well as grade-level norms/appropriate levels based on a specified time of year. In addition, these tests have the ability to determine scholar growth over time.

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Data Collection and Analysis:

- ❖ **School-wide Google Dashboard**-A confidential, shared spreadsheet amongst teachers and administration that contains all school-wide diagnostic, benchmark and summative data.
- ❖ **Data Room**-A secure, confidential space in the building in which scholar data is displayed and organized.
- ❖ **LASW Protocols**-The Looking at Student Work protocol is a format for teachers to follow as they look at scholar work and determine next steps in accelerating and remediating scholars.
- ❖ **Data Dives**-Thorough examinations of assessment results will be held after every diagnostic, benchmark and summative assessment to develop action plans moving forward and to identify school-wide, grade-wide and class-wide trends.
- ❖ **Spiraling in to Daily Lesson Plans**-After data is assessed, one plan of action may be to embed additional reinforcement that will be spiraled into the lesson's warm up.

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Reporting:

- ❖ **Weekly Homework Trackers**-Communication that goes between home and school weekly to update parents on homework assignments, behavior, upcoming events and important announcements.
- ❖ **Class Do Jo**-An app parents and teachers can upload to their cell phones and computers to communicate with one another regarding academic and behavioral progress. Class Do Jo can also be used to share pictures of activities throughout the day.

- ❖ **On-line Grade Access**-Grades may be accessed in real time by families through the usage of PowerSchool's on-line grading system.
- ❖ **Bi-weekly Progress Reports**-Hard copies of scholar progress reports reflecting current grades will be sent home every Friday by all teachers.
- ❖ **Quarterly Report Cards**-Report cards will be mailed home at the end of each quarter reflecting the scholar's academic progress in relation to mastery of state standards, behavior and attendance.
- ❖ **Scholar Accountability Team Conferences**-Twice a year, scholars will lead conferences about their academic and behavioral progress with a designated accountability team consisting of a parent/guardian, teacher, administrator and community member.
- ❖ **MTSS Meetings**-A Multi-Tiered System of Support meetings will occur weekly and will utilize a 3-tiered approach to the identification and scaffolding support of scholars through research-based instructional and behavioral strategies.
- ❖ **Promotion/Retention Log**-A communicate that is signed off on by the parent and teacher at every conference. A completed log is required for all scholars that are involved in a Multi-Tiered Systems of Support. **[SEE ATTACHMENT]**
- ❖ **IEP Case Conference**-All returning scholars requiring an individualized education plan are required to have an annual case conference to discuss progress on goals and all move-in conferences must be held within ten days of enrollment to establish/revise goals if necessary.
- ❖ **ILP Conference**-All English as a Second Language Learners will be required to have an individualized Learning Plan conference in which their levels of English proficiency are discussed and their individualized Learning Plans are reviewed and signed off on.

Ignite Achievement Academy is dedicated to ensuring its scholars receive access to a rigorous curriculum that not only promotes mastery of current grade level standards, but also standards from the grade level above. In order to effectively track scholar progress, assessments in conjunction with data-driven instruction must be on-going and at the forefront of Ignite's academic program.

Quarterly, pre-determined NWEA, DRA and ACUITY assessment cycles will occur to measure scholar growth and skill mastery. In-house interim assessments created will be administered quarterly to ensure fidelity of the accelerated curriculum.

- Interim assessments in grades K-2 will be based on beginning, middle, and end-of-year benchmark goals set by IAA's reading assessment and standards outlined in the scope and sequence.
- Interim assessments for third grade will be based on READ-3, STEP+, PARCC, Smarter Balanced assessment items and standards outlined in the scope and sequence. Note-Interim assessments may be adjusted to reflect changes in the scope and sequence in the event Indiana adopts new standardized assessments.
- Interim assessments for grades 4-6 will be based on STEP+, PARCC, and Smarter Balanced assessment items. Pacing of curriculum and text selection will be targeted to meet the demands of each assessment and standards outlined in the scope and sequence. Note-Interim assessments may be adjusted to reflect changes in the scope and sequence in the event Indiana adopts new standardized assessments.
- Science interim assessments will be aligned to 2016 Indiana Science and Engineering Standards and the Project-Based Framework.

Interim assessments will include exemplar short and extended responses for each level of the rubric. The rubric and exemplar will be introduced at the beginning of the unit and referenced throughout each lesson to guarantee a clear understanding and desirable outcome from scholars.

In addition to interim assessments will be expected to be given at the end of every major unit. These assessments shall vary in complexity and incorporate a variety of question types including multiple choice, true/false, constructed response and essay. In order to keep pulse on the respective unit being taught, quizzes

will be required to be administered at the minimum, every two weeks. It will also be an expectation that informal assessments such as visual checks for understanding and exit tickets are embedded throughout daily lesson plans.

Once a week, a half-day will be devoted to Professional Development. A portion of this time will be leveraged to train teachers how to read and understand various assessment reports, norm against rubrics and create strategic plans to grow scholars to the next level. At the end of each major testing cycle, teachers will be required to break down their data to look at individual, class-wide and grade-level trends. These trends will allow for adjustments to be made to the curriculum to better serve the needs of scholars. In addition, teachers will also be expected to disaggregate data to identify strengths and weaknesses within specific content areas. By staying abreast of the skills scholars are mastering and struggling with, teachers will be extremely intentional about the skills they are spiraling in throughout their daily lesson planning to reteach and enrich all scholars. This will allow for planning to become more deliberate in effort to strengthen after-school tutoring, Response to Instruction cycles and Saturday School supports as needed.

During summer on-boarding, teachers will be trained on a variety of informal assessments to incorporate throughout daily instruction. Once teachers have demonstrated a strong understanding of how to implement these assessments, they will be expected to mark-up their lesson plans with intentional stopping-points so that purposeful checks for understanding can occur. These plans will be sent to administration for review and posted outside of classrooms for accountability purposes. Informal assessments through lesson mark-ups will assist with pacing, and allow for intentional scaffolding and differentiation to meet the needs of all scholars.

Quarterly interim and summative assessments will also assist the administrative team in identifying areas for individual, grade-level and school-wide professional development. The Co-Leaders and Academic Dean will be responsible for analyzing this data to track the progress of school-wide goals. This performance data will also be communicated to the Ignite School Board during monthly meetings in an effort to promote transparency and accountability.

Once assessment data is obtained and reviewed by each individual classroom, it will be disaggregated in a variety of ways to best serve the needs of individual scholars. Data will be broken down by various sub-groups including Special Education, Title I and English as a Second Language Learners. This information will assist various Ignite support staff with ensuring the goals outlined in individualized Education Plans, Title I Intervention Plans and Individualized Learning Plans are being met. This data will also drive Professional Development in the area of inclusion, so that the needs of all learners can be adequately addressed during mainstream instruction.

It is the intention of Ignite Achievement Academy to constantly empower and inform families. In order to do this, the administration has been extremely intentional about offering a variety of opportunities for families to gain a solid understanding of the various assessments given and how the results can serve as a roadmap to support the home-to-school connection. A Parent University entitled, "Assessments 101," will be offered to families the first month of school to explain the type, frequency and delivery of each assessment. Furthermore, Ignite staff will formally meet with families in the fall and spring to facilitate Parent Teacher Conferences, otherwise known as Goal Teams. During this time, teachers will be required to review interim, NWEA, DRA and ACUITY testing results with families and discuss action plans based on the individual scholar's progress. Teachers will communicate progress on unit assessments and quizzes through bi-weekly Progress Reports. Parents will also be encouraged to reach out to teachers, administration and/or the Academic Dean if they would like additional assessment information, more in-depth explanations or instructional resources to support learning at home.

Promotion Standards

Ignite Achievement Academy does not believe in Social Promotion. Promoting a scholar that does not demonstrate mastery in grade-level content is setting them up for failure and goes against the school's educational philosophy. Ignite wants to ensure that scholars leave with the foundational skills necessary to mentally, physically and academically prepare themselves for rigorous secondary education that will ultimately successfully prepare them for the option of education, employment or enlistment. Administration, Classroom Teacher, Special Education

Teacher (when applicable) and English Language Learner Teacher (when applicable) will meet with parents of scholars not making adequate progress based on classroom grades or concerning assessment data multiple times throughout the year to discuss and sign off on Promotion/Retention Intervention Log. The School Heads never want the family to be "blind-sided" in fact their scholars are underperforming. Scholars who are failing or in danger of failing need to be immediately referred to Multi-Tiered System of Supports. MTSS research-based interventions should be implemented and tracked to see if progress is being made. If the scholar is failing reading or math, they need to be assigned to the Math Lab or Literacy Lab for additional support. If at the end of the school year the scholar is still failing, the scholar will be referred to the Retention Committee, "a team selected by administration that includes the administration to determine placement for the following school year. Ultimately, administration will make the decision."

E. Support for Learning

At Ignite Achievement Academy (IAA), we place a premium on the purposeful and intentional creation, evaluation, and maintenance of a unique and positive culture for staff, scholars, families and the community at large. The IAA culture is based upon the following primary tenants:

- ❖ A culture of mindfulness, love, peace, and safety
- ❖ A culture of ongoing instructional & brain-compatible research/professional development
- ❖ A culture of high expectations & rigor & achievement
- ❖ A culture of cultural responsive pedagogy
- ❖ A culture of community investment, service & partnership

Our intent is that the aforementioned culture serves as a vehicle to add value to each level of stakeholders: staff, scholars, family, and community. The collaborative synergy created will ultimately result in increased and lasting outcomes for the scholars we are privileged to serve and will add value to our stakeholders as the following graphic indicates:

Staff	Teachers are provided the most relevant and current professional development regarding cultural responsive instruction, brain-compatible teaching, data analysis, celebrations & appreciation, etc.
Scholars	Scholars are encouraged academically and socially through a safe environment filled with multi-sensory, culturally and personally relevant instructional practice, and engaging learning experiences.
Families	Families are viewed as partners in encouraged, empowered, and provided regular opportunities to support and play an active role in the school's progress. Families are also encouraged to take advantage of the community resource partners for wrap-around services to build and support healthy home and family environments. Additionally, administration incorporates scheduled opportunities to engage families through "Parent Appreciation" celebrations.
Community at Large	IAA prides itself on its commitment to community collaboration and investment to leverage outcomes for IAA scholars and families as well. In this regard, IAA is able to serve not only as a powerful learning institution, but as a community resource hub as well.

Ultimately, the IAA culture will promote burning curiosity for learning in scholars that go long past the diploma or degree.

Scholar Culture

At IAA, our determination to establish a positive culture that is supportive of all students is an integral component of our overall philosophy and operation so much so that we have turned to science for direction and support. In addition to best cultural practice, our commitment to applying the latest neuroscientific and socio-emotional

research will see that we continually have to compass on what the human beings need to reach state of peak performance. Staff will be trained on consistent, gradual and on-going basis in the areas of neuroscience, mindfulness, psychology, mindset, relationship building, culturally relevant pedagogy, and effective management. As staff are trained in multi-sensory environments and lessons are created and mastered, scholars will be more engaged, comfortable, and empowered to achieve at greater and greater degrees. Additionally, and uniquely, the IAA infusion of martial arts will play a large role in the establishment of this school-wide culture service, self-discipline, respect, honesty, modesty, physical and mental fitness, confidence and self-control—all key benefits of traditional martial arts philosophy and practice. While traditional martial arts programs naturally encourage physical fitness, mental fitness and character development are equally as important. Scholars develop self-confidence as they achieve small incremental goals; they are also taught the “Black Belt” principles of the aforementioned virtues through conversations, activities, etc. Lastly, the IAA Culture Calendar ensures that scholars are developed on the habits of success on a daily basis. The IAA Leadership Core Values help to reinforce and make the success mindsets practical. The Core Values of Achievement are as follows: Respect, Honesty, Compassion, Integrity, Effort, Swagger, Hope, Service, Mojo, and Propósito (the idea of purpose of life). The concept of Ubuntu—“I am because we are”—is an undergird for our Core Values. These and the martial arts philosophies are trained on a daily basis.

Furthermore, enforcing a supportive culture for our scholars are our periods of affirmation, and mindfulness. Scholars begin their learning day in ritual of positivity, affirmation, meditation, visualization, celebration, and recap of the values that we are focusing on as a school body. This period of time early in the morning goes on a way to set the tone for the mindsets and thought processes that will ultimately translate into positive scholar actions. Throughout the day, an administrator leads a moment of silent reflection and meditation affectionately known as “mental mindfulness minutes.” During these “mindfulness minutes” scholars focus on the present moment through breathing and reflecting on the theme of the week and/or action of the day. Throughout the day, scholars are encouraged to do random acts of kindness and/or positive actions. Random acts of kindness are tracked and tallied for a school-wide celebration at some predetermined point. Teachers are also encouraged to proactively manage classrooms by sending scholars to the office and/or tracking positive referrals for a special “shout out” over the loud speaker during the midday message and end of day announcements.

A core belief that ignites is that culture eats strategy for breakfast. “Culture is the lifeblood that allows great instruction to be executed within schools. Therefore, IAA employs a deliberate plan, commitment and focus on the cultivation of a powerful culture during the first days and several weeks of the school year. To begin, administration utilizes a “DayScript” that details each staff member’s role during each phase of the first day of school. Furthermore, IAA scholars begin the school year with a staggered start. The highest grade level begins school several days before the other grade levels. This allows for the entire staff to support onboarding those individuals that will be the senior-most leadership of the school. They are immediately encouraged to be leaders for their younger learning brothers and learning sisters.” When subsequent grade levels arrive at school, the elder scholars serve as models for the younger.

Staff Culture

The leadership of IAA holds that teachers’ investment, leadership, collaboration and mentality will directly correlate to the outcomes achieved with and by scholars. Therefore, the IAA administration is dedicated to providing an atmosphere of Ubuntu—“I am because we are,” support, development, respect, cooperation and positivity. IAA administration will create and utilize a Staff Culture Calendar to deliberately promote high-level culture of professional development, teamwork, balance and celebration. Teachers are subject to work and experiences that are emotionally, psychologically and physically taxing. As a result, Ignite is intentional in providing staff consistent but gradual professional development schedule and growth environment. To begin, a three-week Staff Institute will take place before school starts to effectively onboard, prep, and intentionally mold the staff culture and climate. Scholars will have an early dismissal from school once per week after which a series of professional development workshops will be conducted without the pressure of scholars in the building and/or having to adjust teacher schedules before or after school to accommodate for training.

As the human resource is considered our most valuable resource, especially when it comes to the education and upliftment of our children, we deliberate about creating working environments and measures that help to reduce stress and anxiety and will instead promote work-life balance, a sense of fulfillment, team camaraderie, as well as commitment and appreciation for personal growth of each staff. All professional development sessions will kick off with a small ice breaker, morale booster, and/or team building exercise that will precede the “business” of the professional development for that week and staff will also spend a portion of professional development unpacking and reviewing selected literature and/or other activities that address personal development and growth beyond one’s profession. Once per quarter, a professional development session will take place where staff will be permitted to work on whatever project or work that they see fit. Variations of this kind of process and freedom for staff have been shown to increase overall staff morale and job satisfaction in major organizations such as the Google company. Additionally, during professional development sessions to be determined by BAA administration, the school staff and administration will hold the professional development session off site to break the monotony and provide a change of scenery which has been shown to also increase morale, productivity and creativity. Also once per quarter, a larger scale team builder will be conducted with the staff and may or may not be held by an outside organization. Examples include but are not limited to indoor rock climbing, go-cart racing, paintball, bowling, scavenger hunts, and other on and off-site activities. The staff culture calendar will also include regular and random staff appreciation events and activities, staff celebrations, happy hour, fellowships, etc. Also, staff and scholars alike will enjoy a “mental rejuvenation day” - a day off of work and school for rejuvenation and restoration - to offset the stressors associated with the vocation. This will take place 3 times per year. Staff will also experience a mindfulness retreat where staff go deeper into the understanding and practice of neuroscience and mindfulness.

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To ensure that cultural expectations are being effectively driven and executed, BAA administration will establish a system for evaluating and “taking the pulse” of the school culture on a daily basis. An aggressive schedule of classroom observations is used and maintained to achieve this end. These observations are designed to ensure that staff and scholar expectations, as relatable to classroom management, instructional techniques, and environment are being met daily and so that culture challenges and changes can be made in the moment and before they grow into larger concerns. Guidelines to such an observation are as follows:

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1. ~~7777~~ The observer will begin by choosing a teacher to observe.
2. ~~7777~~ The observer should spend approximately 5-15 minutes observing the class.
3. ~~7777~~ When using the rubric, the observer must begin by identifying the teacher he/she is observing.
4. ~~7777~~ Next, the observer should identify the day of the week and the time of day the observation is taking place.
5. ~~7777~~ After that, the observer should observe the class for each of the elements articulated in the rubric.
 - a. ~~7777~~ Teaching and Learning
 - b. ~~7777~~ Teacher to Scholar Interactions
 - c. ~~7777~~ Scholar Engagement
 - d. ~~7777~~ Giving Directions
 - e. ~~7777~~ Discipline
 - f. ~~7777~~ Uniform Compliance

g. **Classroom Signage and Scholar Work**

6. **As the observer observes each of the elements, she/he should score the element at the appropriate level of the rubric.**

7. **If available, the observer should upload his/her scores (in each category) to the observation tracker.**

8. **Finally, after each observation, the observer should use the data collected in the observation and stored in the observation tracker to be brief (in person) with the teacher she/he observed. This conversation should provide the teacher a brief snapshot of the observation and one or two areas of improvement for the teacher.**

9. **The data is shared with teachers in a variety of ways, including but not limited to, e-mail, individually, charts in teacher's lounge and/or during professional development sessions.**

Lastly, three times a year, an anonymous survey will be provided to staff to have an accurate pulse on teacher morale and satisfaction. Once collected, administration will then address the findings accordingly.

Family and Community Culture

Community and family investment are key factors of AA culture in general. Research suggests that the more the family and community are involved and invested in the learning institution, the greater the achievement and outcomes for the children therein. As a result, AA aspires to create a powerful partnership and positive synergy with the community partners and especially the family unit. A unique atmosphere of parent and community collaboration is intentionally encouraged and created. Every parent will be required to read and sign the parent-scholar handbook which will detail the school vision, mission, expectations, as well as other general information and desired outcomes. Parents are encouraged to provide 20 hours of service to the school in some capacity over the course of the year. Parents can serve as their skill sets and schedules allow. Parent service may include but is not limited to the following:

- ☐ Classroom/academic support
- ☐ Administrative/clerical support
- ☐ Grading homework
- ☐ Assisting at extra-curricular events
- ☐ Hallway monitoring
- ☐ Chaperoning
- ☐ Recess duty support
- ☐ Lunch duty support
- ☐ Breakfast duty support
- ☐ Saturday school support
- ☐ Tutoring
- ☐ Story time guest
- ☐ Community meeting key note address

Trust is paramount to any quality relationship and is built and reinforced daily through increasing levels of communication and opportunities for engagement. In addition to daily behavior trackers, time appropriate mass blasts (email, text, and robo-calls), family check-in schedule for teachers, social media updates (Facebook, Twitter, Instagram, Tumblr), etc., parents, families and community members will be invited to special events that welcome stakeholders to be part of the learning environment as well as to learn about different aspects of the school operation. For instance, Academic Learning Parties are held 4 times a year to strengthen the "Home-to-School" connection between families and the AA staff.

Learning Parties are held after school and all AA scholars and families are invited to Learning Parties by invitation and are reminded about the upcoming event through promotion flyers, the above mentioned means of communication, and end of day reminder announcements. Teachers are encouraged to attend at least one Learning Party throughout the year. During the Learning Party, refreshments are provided, as well asaffle items such as academic games, activity books, supplies, homework passes, principal for day passes, lunch with the principal/teacher coupons, school t-shirts, etc. Scholars will also receive materials to create make and take activity centered around the particular academic topic being covered that evening. Scholars perform some element of the community meeting, cohort chant, or school creed to impress upon the parents the culture being created, pride in school, and the training and development of scholars at AA.

Similarly, Parent University is also offered to engage families and extended stakeholders once per quarter. The purpose of the Parent University is to provide support and information on the school processes, protocols, and procedures, in addition to providing knowledge to the families on how to understand and reinforce the following:

- ☐ School Vision & Mission
- ☐ Progress Reports
- ☐ Assessment Results
- ☐ Home Learning Strategies and Support
- ☐ Testing Schedules
- ☐ Behavior Policies
- ☐ School Culture

Parent University topics include but are not limited to the above. AA leadership and staff believe that community engagement and the school process is a partnership. Parents are polled leading up to the Parent University and once the results are interpreted, relevant concerns and items of which parents would like clarity are added to the agenda and discussed at the event. Again, light refreshments are provided for the community in attendance. Staff members are encouraged to sign up to serve during at least one of the four Parent Universities. Service for staff could include serving and seating parents, passing out materials, and/or supervising scholars in the computer/brain lab. Parent University is a powerful way to keep families informed and invested in ignite school processes.

At AA, we are committed to academic outcomes for children. In addition to those outcomes, we are committed to outcomes for our families and extended community. As eluded to previously, leverage is created through community investment. AA seeks to establish and strengthen community partnerships that will not only assist the achievement of our scholars, but of our families as well. Therefore, we are pleased to provide information, connections, and workshops by our community partners that will serve in the capacity of wrap-around services for the family unit. Much of this information will be housed in a central location in the school building- the Parent Resource Center. In the Parent Resource Center, parents are welcome to come during school hours. The resource room will provide the following for families:

- ☐ Resource Community Center Information
 - ❖ Public Library
 - ❖ Local Churches
 - ❖ Neighborhood & Community Centers
 - ❖ Service Organizations
 - ❖ previous information from Parent Universities
 - ❖ information and documents on productive home learning strategies
 - ❖ computer and internet access
 - ❖ after school, summer school, before school resource information
 - ❖ job information
 - ❖ hotline information
- ☐ Food Bank

- Adult Educational Resources
 - ❖ GED Info
 - ❖ College Info
- Healthy Lifestyle Information

In addition, a place for anonymous support/suggestion will be provided for families to express their opinions, concerns, supports, and appreciation. The school secretary will regularly collect and organize the data within the “suggestion box” and administration will then act accordingly based on the content and context. As is the case with staff, the parental pulse will be gauged in the form of anonymous surveys three times per year to determine parental satisfaction. These data will be organized and compiled with an according action plan to follow. Results may be shared with parents in 3 ways:

1. Hard copies sent home in scholar’s book bag
2. Results posted in Parent Resource Room
3. Results shared at Parent Universities

Additional intentional opportunities for community engagement include but are not limited to the following events:

- Bootcamps
 - ❖ Kindergarten Bootcamp serves to onboard and get kindergarteners acclimated to the school environment and teachers before their first day. It is also an opportunity for staff to get baseline data which helps in creating classroom posters.
 - ❖ Academic Bootcamp serves as an opportunity for parents and community members to assist scholars during a series of Saturday school preparatory sessions.
- Ice-Cream Socials are opportunities for the community to fellowship, meet and greet staff, and receive gifts (school supplies, academic materials, etc.).
- Back to School Night serves as an opportunity for the parents and community to fellowship, meet and greet staff, and receive gifts (school supplies, academic materials, etc.).
- Parent Teacher Conferences serve as an opportunity for parents and the other members of the scholar’s “success team” to communicate with staff about the scholar’s progress.
- Literacy Fiesta is an event where scholars and the community are invited to the school for an afternoon of academic fun and games.
- Musicals and art shows bring out the community to celebrate the scholars’ skill development around the performing and creative arts.

Discipline

The discipline philosophy of AA is one of proactive and responsive model as opposed to a punitive approach; as well the AA philosophy is a subject of ongoing research and development. Expectations are provided to the families in the Scholar/Family Handbook, and the Scholar Code of Morals & Conduct must be signed before the scholar begins attending. The handbook will thoroughly outline all infractions and their developmentally appropriate and considerate consequences. As scholars are taught expectations for what is and is not considered appropriate and acceptable behavior, these concepts are modeled and reinforced throughout the day at the Community Peace Rally assembly and throughout classrooms. All teachers must utilize the same classroom rules. These rules, recited daily as a group, are as follows and adapted from Chris Biffle’s Whole Brain Teaching: Follow directions quickly; raise your hand for permission to speak; raise your hand for permission to leave your seat; and make smart choices, stay cool, calm and collected. Scholars are also coached on how to self-regulate and bypass the emotional filter in the brain – the amygdala. Scholars are regularly instructed how to stay cool, calm and collected by “breathing first, thinking about it, and doing the right thing.”

According to the Mindfulness in Schools Project, research suggests that mindfulness may provide young people with valuable life skills by supporting them in number of ways: to feel calmer and more fulfilled; to get on better with others; to concentrate and learn; to manage stress and anxiety. As a result, and as a preventative and proactive measure, building a culture of mindfulness and scholars' capacity to properly meditate is a foundational element of Ignite Achievement Academy. Scholars will therefore preemptively learn how to dissipate anger and other potentially harmful and nonproductive emotions that often lead to impulsivity and/or poor decision making.

Elements of the Restorative Justice methodology—a program based on responsibility, relationship cultivation, mutual respect, and understanding—will be adopted and adapted to create a unique discipline system at IAA. The IAA staff will also be developed along these lines in order to provide a community of responsibility as well as the desire to focus on understanding the source of behaviors as opposed to acting punitively for each infraction. In this way, scholars have the opportunity to reflect and revisit their choices; connect the behavior with the consequence and impact on self and community; repair and reconciliation. In addition, all teachers utilize the discipline color chart to track behavior of scholars.

Detailed descriptions of the IAA discipline philosophy, policy and rights of stakeholders are outlined in the Scholar/Family Handbook and Scholar Code of Morals and Conduct. Any scholar accused may provide testimony and is provided an opportunity for due process and diligence. Once administration has conducted interviews and investigation, the proper disciplinary action will result. Depending on the severity of the infraction, a range of consequences may be employed. All infractions that warrant a scholar being sent out of the instructional setting will be tracked and may warrant communication with parents/guardians. Parent preferences will be updated from the handbook and will determine the likely communication medium. Infractions requiring a formal suspension or longer term removal from the educational setting will always be accompanied by a letter of notice and/or phone call home. IAA is dedicated to supporting the national concern of keeping scholars in school and reducing suspension rates especially within the Black male demographic, therefore each incident of behavioral concern is viewed as a teaching moment and non-punitive measures will be exhausted before scholars are considered for suspension.

F. Special Student Populations

Muti-Tiered System of Supports

Since we anticipate scholars performing at a broad array of academic levels, we will be strategic about addressing this diversity. Our Muti-Tiered System of Supports process will draw on our collective teamwork and utilize a Tiered approach to the identification and scaffolding support of scholars that have academic and/or behavioral challenges that require additional supports to challenge advanced scholars. Tier 1 interventions will be introduced to all scholars in the form of high-quality, culturally relevant instruction provided by qualified personnel on a daily basis. In addition, all scholars will be introduced to mindfulness techniques and strategies that are research-based that proactively address the socio-emotional needs of scholars. Those scholars who are identified "at risk," through assessment, anecdotal data or classroom performance are moved to Tier 2. Supplementary research-based interventions provided in small-group settings in addition to the general curriculum may be implemented for scholars with academic, organizational and behavioral concerns. Scholars who are identified as the underperforming in English Language Arts or Mathematics in each class will receive targeted instruction during elective time at the Math and Literacy Labs. This is an opportunity for scholars to get extra assistance on identified skills that are of particular difficulty. This block of targeted instruction is delivered in small groups, progress monitored and highly data driven. Experienced, high-performing teachers in these subjects will be charged with developing engaging lessons that ensure scholar mastery. Scholars who are identified as gifted, or ready for additional rigor, will be provided with opportunities to further accelerate learning through personalized instruction on computer programs, as well as through small group instruction time with their teacher. During large-group time, these scholars may be assigned additional questions or research that expand the scope of a particular project, or provided additional time in the Brain Lab to practice enriching brain exercises such as, mental puzzles and image streaming.

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On a bi-weekly basis, progress monitoring of research-based interventions will occur with the co-leadership, a rotating representative of each grade level team, discipline team, instructional coach, social worker/counselor, special education teacher, and ESL teacher (if applicable). This will allow all stakeholders to address the aforementioned concerns early in the process as well as to have continual observation and deliberate forward planning. If in the event these tiered interventions fail to show scholar improvement, the scholar will be referred to a multidisciplinary team comprised of special education teacher, co-leadership, and school psychologist; the data collected will be shared to determine additional supports or if an evaluation may be needed.

Special Education

Ignite Achievement Academy is dedicated to serving and providing all scholars with high quality education. It is the responsibility of the Co-Heads and Director of Special Education to ensure the individuals with disabilities Education Act (IDEA) and all special education rules outlined in Article 27 will be followed with fidelity. It is imperative that the special education team and administration adhere to state and federal compliance mandates and systematize to accurately store and maintain files through Indiana IEP, in addition to developing operating procedures for monthly reporting, Child Find, Medicaid reimbursements and audits. The special education team alongside administration, will be charged with guaranteeing all move-in and annual case conference reviews are held in accordance with the timeline outlined in Article 27, Section 04. Plans and IEPs of newly enrolled scholars will be examined to determine what services the scholars require, and to create a plan of action for AAA to meet these needs. If additional resources are needed beyond those that AAA currently offers, AAA will seek outside providers to ensure the school can provide the full continuum of services needed.

Additionally, we are aware of the over-identification of black males and are taking a proactive approach to ensuring that only scholars that have been thoroughly vetted enter the special education program. Details of our approach include incorporating mindfulness training, multi-sensory instructional practices, and delivery of the curriculum from a non-European perspective. Together, this detail will help scholars rewire faulty neuronal circuitry, increase confidence, help them access and engage more of their brain during the learning process, and develop a sense of pride and connection with the learning material.

To be sure, AAA desires to support full spectrum of services to meet the needs of its scholars and recognizes that there are providers that offer areas of specialty. Ignite will contract out for several services such as: speech and language, occupational therapy and mental health. These outside services will be overseen by the Co-Heads and Director of Special Education.

Special Education staff will be expected to monitor and adhere to all respective timelines outlined in Article 27 and communicate weekly with the administrative team to ensure progress is being made on all educational goals. Ignite will also provide space for needed services outside of the classroom. AAA anticipates that scholars with disabilities will need to be supported by the special education staff through both inclusion and resource services; however, the goal is to ensure scholars receive instruction in the least restrictive environment for the maximum period of time for this population as determined by their individualized education plans.

Because general education teachers will share common planning time with special education staff members embedded into the weekly schedule, special education teachers and paraprofessionals will be available to support the classroom teacher in regard to planning, data analysis and providing the necessary accommodations and modifications required to address the needs of each individual scholar. Each quarter along with the report card, the Teacher of Record (TOR) will also be required to send home Progress Monitoring Data for the parent to sign off on, and ongoing communication in the form of face-to-face meetings, phone contact, text messages and notes home. The SpEd team will also be required to collaborate with the Data and Testing Coordinator and Instructional Coach to ensure proper testing and instructional accommodations are given and followed through with fidelity.

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English as a Second Language

At AA, English Language Learners will be identified through a Home Language Survey that is given upon enrollment. The previous year's WIDA assessment will be used to identify a scholar's level of English Language Proficiency. Scholars new to Indiana will be screened to determine their given level of English Language Proficiency. Once levels are determined, ESL teachers will be charged with developing and executing appropriate Individualized Learning Plans (ILPs) to meet the specific language needs of each respective scholar. AA administration will partner with the ESL staff and potential community alliances such as La Plaza, to make every effort to communicate information to families in their native language. In addition, AA staff will be intentional about ensuring culturally relevant teaching materials reflect the diversity of our student population and families.

Individualized Learning Plans will be shared with the general education teachers and families. These plans embed explicit supports and scaffolds to assist the scholar, as they acquire the English language. Based on these levels of language acquisition, scholars will be clustered into respective cohorts. The ESL teacher will push-in to classrooms and co-teach to provide additional supports to mainstream instruction. This instruction will focus on the areas of reading, writing, comprehension, listening and speaking and will be aligned to Indiana's English Language Arts standards. In addition, scholars may be pulled out in small group settings to scaffold for newcomers with beginning levels of English proficiency.

Ignite's ESL teachers will collaborate with the Director of Assessments to provide necessary testing accommodations such as read aloud, extended time, etc., when applicable. ESL teachers will also be charged with giving the annual WIDA assessment. Much like the SpEd staff, the ESL staff will participate in weekly PLCs and may additionally be asked to create and develop professional development workshops that assist teachers and families. In the event title III funding is awarded, it will be utilized to solely benefit language instruction for limited English Proficient and Immigrant scholars.

III. Organizational Viability and Effectiveness

A. Enrollment/Demand

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six	Year Seven
Kinder	96	96	96	96	96	96	96
1 st	96	96	96	96	96	96	96
2 nd	72	72	72	72	72	72	72
3 rd	72	72	72	72	72	72	72
4 th	72	72	72	72	72	72	72
5 th	72	72	72	72	72	72	72
6 th	72	72	72	72	72	72	72
Total	552	552	552	552	552	552	552

Rationale for School Size

In order for Ignite Achievement Academy to successfully replicate aspects of the Greenfield School Model, in particular Self-Directed and Accelerated Learning, it is imperative to establish an extremely strong culture. This culture is founded on systems, routines and scholar ownership. As a restart school, we are committed to enrolling scholars via the existing K-6 model. Class sizes will not exceed 24 scholars to ensure scholars receive the individualized attention they need and the Self-Directed and Small Group Learning can be monitored and carried out effectively. Ignite is committed to being flexible with grade levels and enrollment in order to meet the needs in Indianapolis Public Schools and the community at large within the proposed model. As well, a strategic staggered start beginning with 5th and 6th grade scholars will be implemented to ensure school culture remains at the forefront.

Demand for School

The Co-Heads of School administered a survey given to parents and members of the community to assess the demand for Ignite Achievement Academy. This survey consisted of eight questions aligned to the pillars of Ignite's proposed school model: Acceleration, Habits of Success, Enrichment and Community Involvement. For questions 1-8, respondents were provided with a statement and asked to respond utilizing a Likert Scale ranging from 1) Not at all important to 5) Very important. For questions 9-10, a Yes or No response was required and for question 11, a 1-2 sentence optional response was encouraged.

The participants selected to provide feedback were parents of elementary school-aged children in Indianapolis. The survey was offered on-line, in addition to paper-pencil in both English and Spanish. The Co-Heads of School were intentional about ensuring the survey reached a variety of demographics throughout the city. Based on the results of this survey, 100% of the 53 respondents stated there was a need for this type of school in Indianapolis and that they would send their child to this school. In addition, all Likert scale responses to the eight questions pertaining to the pillars received response rate averages of 4.5 or higher out of 5.

The needs expressed in the survey will assist in ensuring strong outcomes and investment are delivered that have lasting impressions on the scholars and the community at large. Ignite also plans to conduct in-person interviews with potential families. Additional dialogue with these stakeholders will provide evaluation of interest in the school's neuroscience model and proposed location. It will also assist with connecting and building rapport with people who show invested interest in the school. Reaching out to the public and building these connections will help to establish the demand to educate scholars within the proposed location.

Recruitment

Ignite Achievement Academy will be occupying the space of an existing Indianapolis Public School building, so it is probable that a vast majority of scholars enrolled will do attend because it is the school that is closest in proximity to their residence. However, due to the fact that Ignite is operating as a public charter, any Indiana scholar is permitted and encouraged to attend if there are available seats after all scholars within the designated neighborhood boundary have been served. The leaders of Ignite plan to canvas the surrounding community to recruit scholars through face-to-face interaction with prospective families. They will reach out to potential community partners to speak at churches, local businesses, community centers and day-care providers. Once the building is accessible, the staff will hold open houses showcasing the unique aspects of Ignite's model and community days to build strong rapport and develop relationships leading up to the school's opening. It is also imperative that immediately following the determination of the location, the school advertise via social media and through its website.

In past experience, families have been drawn to and expressed appreciation for the co-leadership model. The School Heads strongly believe in the notion of side-by-side leadership and feel that by sharing the responsibility of the principalship and organizational head, they are setting precedent for all stakeholders in the school community to follow. By demonstrating that different genders, ethnicities and backgrounds can come together for the sake of a common goal, they are exhibiting 21st Century Skills of communication, cooperation and ultimately, strengths-based camaraderie. They strongly feel the collective talents of all are essential in launching and sustaining a prosperous innovation school model. They believe that this is a strong selling point for their school, as past families were very much invested in this team style approach. In addition, the focus on neuroscience, accelerated academics, martial arts infusion and project-based learning are aspects that are innovative and unique to this particular education model.

Enrollment Process

The School's admissions practices will comply with state law and applicable federal laws, including Part B of the

Individuals with Disabilities Education Act and Federal Civil Rights Laws, including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title III of the Americans with Disabilities Act of 1990.

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Enrollment in the school will be open to all students, giving priority to those living within the designated boundary. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful.

As per IC 20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process.

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For a designated period of one month, AAA will hold an open enrollment term. "In order to accommodate the diversity and needs of families within the community being served, AAA's open enrollment term will include designated evening and weekend times. AAA will provide notice of the open enrollment term through the following media:

- Direct and electronic mailing of the open enrollment term with an application to any and all families that inquire about AAA.
- A written notice detailing the open enrollment term and process will be posted at the school facility and other local community and service institutions in proximity to the AAA facility.
- Written notice of the open enrollment term and process will be placed in local newspapers, school website and social media.

B. Human Capital

Ignite Achievement Academy is committed to hiring high quality teachers who are mission aligned to the organization. In order to ensure our instructors are an ideal fit for our school, the interview team will be rating staff on five hiring competencies:

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Educational Philosophy:

- ☐ Believes in the core values of the organization: Teamwork, Collaboration and Growth Mindset.
- ☐ Believes in attention to detail and following through with even the most nominal of expectations.
- ☐ Believes in providing scholars with a rigorous elementary school curriculum that will prepare students for success in middle school and ultimately high school, college and the workforce.

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Instructional Proficiency:

- ☐ Licensed in the content area/grade level he/she will be teaching and holds the appropriate endorsements. Candidates preferably have additional experience/expertise in special education, English as a Second Language, Reading Specialist or comes from a reputable teacher preparation/training program.
- ☐ Able to create/develop and launch engaging lessons using the Backward Design Methodology.
- ☐ Able to differentiate instruction on a variety of levels to meet the needs of all learners. Can provide examples of effective and differentiated forms of assessment that tie into the various intelligences.

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Cultural Competency:

- ☐ High expectations for ALL students regardless of race, ethnicity, socio-economic background or language barrier. Trained and willing to be trained in and implement culturally relevant pedagogy such as Whole Brain and Taxonomy methodologies. Is able to provide and demonstrate examples of culturally relevant lesson.
- ☐ Conveys ideas and information clearly to students and families so that all stakeholders are on the same page."

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Data Proficiency:

- ☐ Integrates Research-Based Pedagogy to Increase Student Achievement; Is a Risk-taker who is Willing to try new and innovative approaches to teaching in addition to effective practices that has been implemented for years.
- ☐ Is Results oriented; can provide documentation/give specific examples of success based on previous accomplishments. Is able to analyze, understand and organize data to drive instruction.
- ☐ Embraces challenge and is open to developing various approaches to achieving effective outcomes/high growth for all ability levels.

Community Engagement:

- ☐ Able to respectfully and effectively communicate with parents and surrounding community while maintaining necessary position.
- ☐ Willing to develop and maintain positive rapport with families and community members that extends beyond contract hours. Eager to participate/lead extra-curriculars such as clubs, athletics, community service etc.
- ☐ Is motivated and open to developing and initiating interactions/events to build on community investment of the school's mission.

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Ignite's Leadership Team will ultimately determine whether or not the candidate is good fit to execute the mission and vision of the school. However, ideally, the Co-leaders would like to include various team members on its interview panel, once the school is established, to ensure multiple perspectives and skill-sets are considered. Members of the interview team will be chosen for a variety of reasons. The Co-Heads of School were selected for their leadership expertise. As building leaders, they are responsible for the success or failure of the academic institution. Dean of Academics was selected for his/her knowledge of best practices and effective teaching pedagogy. The Business Operations Manager was chosen for his/her organizational and task-oriented mindset. Expert/Lead Teachers were chosen because they are most familiar with the grade level/content.

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Selection Process

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1. **Identifying Teacher Openings-** The Co-Heads of School decide on projected staffing needs based on teacher resignations, terminations, retirements, budget and scholar enrollment. These needs are then conveyed to the Business Manager who immediately begins posting these jobs and their availability to the public.
2. **Post Available Teacher Openings-** The Business Operations Manager is responsible for posting available teacher openings. He/she uses information developed prior by administration to convey the job description, responsibilities, requirements and access to on-line resume.
3. **Communicating with Teacher Applicants-** The Business Operations Manager is responsible for all communication with the candidate until hiring is finalized. He/she answers questions about interview process, schedules interviews/teaching observations and new teacher orientation. He/She is also responsible for sending out communication to potential candidates that were not hired. These letters/e-mails need to be professional and show appreciation for taking an interest in our school.
4. **Reviewing Teacher Applications-** The Co-Heads of School share responsibility in reviewing teacher applications/resumes. They are looking for several indicators of success- job stability, licensure in the content area candidate is applying for, experience teaching the content applying for/training from a reputable teaching preparation program, awards/accolades, etc.
5. **Reference Checks-** After applications/resumes are reviewed and potential candidates are identified by administration, the Business Operations Manager calls and checks on references. All candidates with legitimate references move on to the next phase of the hiring process. * If there are any red flags on

reference checks, the Business Manager notifies Administration immediately and the Co-leadership team decides on a case-by-case basis if they want to proceed further.

6. **Phone Interview/Screening-** Once selected candidates have passed the reference check, one of the Co-Heads of School calls potential hires and interviews them over the phone for 15-20 minutes. The focus of the interview revolves around prior experience and the content provided by the candidate on his/her application. This is an opportunity to clarify information on the resume, test the candidate's communication skills, and determine the level of interest the potential teacher has.
7. **Interviewing Teacher Applicants-** Once a successful phone interview has been conducted, a formal interview occurs. Co-Heads of School, Dean of Academics and a Lead Teacher familiar with content area/grade level applicant(s) interviewing for) make up the panel. The interview team uses a previously developed questionnaire created by Administration as well as a rubric to score potential candidates' responses. The interview lasts a total of approximately 60 minutes. After interview is over, candidates are asked to complete a writing prompt that has to do with a school scenario. The writing prompt is scored by all members of the panel with a rubric to assess the candidate's ability to think quickly on his/her feet and communicate effectively using the written word.
8. **Observation of a Lesson Taught-** Those meeting the criteria of the Face-to-Face Interview and Writing Prompt will move on to the portion of the interview where he/she is asked to teach a 30-minute lesson. Prior to the lesson, candidates will be given the number of students, standard being asked to address and grade level he/she will be working with. He/she will be expected to come prepared to teach and also submit a written lesson plan.
9. **Hiring-** Once a hire is decided upon based on successful results of previous phases in the hiring plan), the Co-Heads of School contact the School Board for Approval. Once approval is met, the Co-Heads of School call the candidate to congratulate him/her and makes an offer. They are then directed to the Business Operations Manager who will take care of all hiring formalities. Hires not selected are sent out rejection letters that convey appreciation for their time and interest in the school.
10. **New Teacher Orientation-** Co-Principals, Dean of Academics, Dean of Influence, and Lead Teachers will be responsible for carrying out a three-week teacher orientation for all new hires. During this orientation core values, mission, school rules, cultural expectations, academic expectations, school-wide systems and procedures will be reviewed by Co-Principals. Other HR business such as insurance, tax forms, contracts, etc. will be led by the Business Operations Manager. The Dean of Academics and Lead Teachers will be responsible for helping new hires prepare for the first month of school. They will assist with classroom systems and implementation of expected school-wide pedagogy.

Evaluation System and Professional Development

The Co-Heads of School believe staff effectiveness is crucial to achieve the desired outcomes of their proposed model. In order to evaluate teachers and staff members in a fashion that supports the school's mission and education model, on-going professional development is going to be imperative. So that AA is constantly in the forefront of brain-based research and pedagogy, the neuroscience aspect of professional development has to be spiraled into weekly professional development. Currently, the Ignite Leadership Team is working with some of the most prominent experts in neuroscience to develop a brain-based curriculum for our teachers that includes strategies and best practices that will be introduced, practiced and followed up on in classrooms during instructional delivery. In addition, strategic training and development of staff will be aligned to academic goals to

secure the desired accelerated outcomes needed to grow our scholars. These include but are not limited to Project-Based Learning, Mindfulness, Habits of Success, etc. On-going data dives and further academic and cultural supports based on weekly classroom observations will be revisited to ensure all staff members are on track to meet school-wide goals. On-going data dives will be spiraled in throughout the school year, so that instruction can be tailored to meet the specific learning needs of each scholar. Teachers will be trained to disaggregate data, unpack standards and create targeted plans of action to remediate and accelerate scholars after each unit and benchmark assessment. Teachers will then be expected to apply their plan of action into their lesson planning. This planning will be transferred over to instructional delivery, which will be consistently developed through bi-weekly observation and feedback cycle. During this cycle, administration will provide two key levers for the teacher to practice and work on in preparation for the following observation. The Co-Heads of School, Director of Assessments/Instructional Coach and Lead Teachers will all be responsible for modeling exemplar lessons and providing coverage to classrooms, so that teachers have the opportunity to observe one another to gain instructional ideas and also provide feedback and support to one another. Ignite will also unify with the leading experts in the community, such as August Mann, to train teachers on best practices in culturally relevant pedagogy and equity initiatives. Furthermore, pre-planned summer professional development lasting several weeks will provide Ignite teachers with an overview of the school-year and practice implementing school-wide systems, cultural and academic expectations.

During Summer Institute, teachers will be introduced to a Professional Growth Plan (PGP). This plan is not only intended as a tool to determine the effectiveness of an educator, but to also promote and grow teachers from within to take on additional leadership roles and responsibilities. The components of the Professional Growth Plan will include Educational Philosophy, Instructional Proficiency, Cultural Competency, Data Proficiency, Community Engagement and Professionalism. Teachers will be required to set measurable goals based on these sections that will highlight key strengths as well as areas of improvement. Multiple times throughout the year, the school leaders will meet with the teacher to discuss the progress on each of these goals. In addition, bi-weekly on-evaluative feedback and practice will occur to support the development of Ignite Achievement Academy's teachers. At the end of the year, teachers will be asked to rate themselves on a Likert scale of 1-4 (1 Not Effective-4 Highly Effective) and support their rationale with anecdotal evidence. The Co-Heads of School will also go through and rate the teacher using the same rubric and hold a conference with the teacher to discuss the results and plan of action moving forward.

Staff to be Hired

Note- The staff reflected below represent AA operating at full capacity (proposed year 2), serving grades K-6

Position	Quantity	Job Description
Lead Teacher (One for each grade level, K-6)	7	In addition to fulfilling the duties of the Classroom Teacher, Lead Teachers serve as liaison between administration and the grade level team. They are responsible for leading professional development, creating and developing unit plans, leading grade level and RTI meetings as well as serving on the School Advisory Council. Work is performed under the supervision of the Co-Heads of School.
Classroom Teachers (Three for Each Grade Level, K-6)	14	Classroom Teachers are responsible for planning, organizing and implementing an appropriate instructional program in an environment that guides and encourages students to develop and achieve their academic potential. They also fulfill supervisory duties such as arrival and dismissal. Work is performed under the supervision of the Co-Heads of School.
Classroom Instructional Assistants	7	Instructional Assistants support the classroom teacher in the areas of Reading and Mathematics. They also fulfill supervisory duties such as recess and lunch. Work is performed under the supervision of the Co-Heads of School.
Literacy Lab Teacher	1	Literacy Lab Teacher is responsible for planning, organizing and

ensuring the success of their scholars. It is Ignite's belief that hard work that leads to strong outcomes should be rewarded. Performance incentives in the form of stipend will be given based on effective and highly effective overall ratings on the Professional Growth Plan at the end of the school year. In addition, AAA will offer the following benefits to full-time employees: Health Insurance, Dental Insurance, Vision Insurance, Life Insurance, Disability Insurance, 403(b)/401(k) Retirement Plan, Accidental Death and Dismemberment Insurance, Workman's Compensation Insurance and Unemployment Insurance. In addition, employees will receive an allotted amount of paid personal days as well as paid holidays off.

Special Education Staff

It is imperative that Ignite Achievement Academy follow all federal and state guidelines outlined in Article 7 and IDEA. AAA is committed to hiring highly qualified special education staff that hold the appropriate licensure and endorsements. In addition to credentials, all special education staff will be encouraged to attend professional development through the Indiana IEP Resource Center. In the event staff is unable to leave the campus, Ignite Administration will be proactive in reaching out to the Indiana IEP Resource Center to bring professional development to its special education and if applicable, General Education staff.

In addition to handling all compliance paperwork and case conference meetings, it is the Teacher of Record's (TOR) responsibility to uphold accommodations/modifications and to track progress toward the specific goals within the Individualized Education Plan. Since support will be provided in the least restrictive environment, it is crucial that the special education teacher be able to communicate effectively with other staff members. It will be an expectation at Ignite that inclusion is the preferred model when possible. The TOR is strongly encouraged to co-teach and is expected to follow-up weekly with classroom teachers to ensure lessons and assessments are properly accommodated. The Teacher of Record will also be leveraged to provide supports to the General Education staff through modeling and on-going best practice shares.

Ignite will start out with one Director of Special Education and three teachers, but in the event numbers reflect additional supports, a special education instructional assistant or an additional special education teacher may need to be hired. Staffing will be determined based on the required IEP minutes and accommodations/modifications needed to best support the scholar and uphold the requirements of the law.

C. Governance and Management

The Co-Heads of School are both qualified to launch the network of schools in Indianapolis. Not only do they each possess the education and the experience individually to effectively operate a school, but their collective experience is a compelling benefit that speaks to their combined competency. Each Head of School has inspired loyal following of supporters due to their successful work in the field which is only magnified when considering their collective legacy in a short period of co-leadership together. As it stands, the two have a rich history of development and leadership at high performing charter school network. Additionally, they are both models of continual education as they are, at the time of his proposal, Doctoral Candidates in Educational Leadership at Indiana State University- a higher learning institution heralded for its school of education. Moreover, each of the leaders possesses an experience and skill set that complements the Co-Leadership model; Brooke Beavers has a wealth of school operation, curricular, and instructional knowledge, whereas Shy-Quon is strong with school culture as well as a Master of Business Administration- he has seen success utilizing an authentic skill set to engage the community via supplemental academic, fitness, and social programming. In addition to track record of success in leading high quality charter school already in Urban Indianapolis, the pair are also recipients of the Mind Trust's Innovation School Fellowship and will have the time, space and autonomy to build on their previous work through planning, research and development opportunities within the fellowship. The following chart highlights the Co-leadership's qualifications:

	Brooke Beavers	Shy-Quon Ely
Qualifications	15 years in education at multiple	Over a decade of community

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Board Chair

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Role: The Chair is the Senior Volunteer of the Organization who presides at all meetings of the Board of Trustees and other meetings as required. The Chair is an ex officio member of all committees and task forces of the Board. The Board Chair oversees the implementation of the Board. The Board Chair oversees implementation of Board and oversees policies and ensures that appropriate administrative practices are established and maintained.

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Responsibility:

- ❖ Works with the CEO, other Board officers and committee chairs to develop the agendas for Board of trustee's meetings, and presides at these meetings.
- ❖ In consultation with other Board officers, appoints volunteers to key leadership positions, including positions as chair of Board committees and task forces, and cultivates leadership succession.
- ❖ Recognizes his or her responsibility to set the example for Board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- ❖ Works with the Board of Trustees and paid and volunteer leadership, in accordance with the Organizations' bylaws and mission, to establish and maintain systems for:
 - Planning the Organization's human and financial resources and setting priorities for future development.
 - Reviewing operational effectiveness and setting priorities for future development.
 - Ensuring the legal and ethical standard
 - Hiring and evaluating the CEO
 - Developing and maintaining an effective Board culture
 - Developing an effective pipeline of future leaders of the Board
- ❖ In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.
- ❖ Works with the CEO and other Board officers to develop both immediate and long-term goals and expectations for the Board that support organizational priorities and governance concerns.
- ❖ Communicates effectively and supports the CEO in his/her job as manager of the Organization. In this capacity, focuses on ensuring that the Board governs rather than manages.
- ❖ Works with the committee chairs and CEO to keep apprised of committee work and to ensure the committees have the resources needed to do their job. Also works to ensure effective and efficient communications between the committees and the Board.
- ❖ Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating frank exchange of ideas in an effort to provide shared decision-making.
- ❖ Communicates with the Board effectively in a way that fosters decision-making, stimulates participation and supports an appropriate balance of responsibility between the Board and staff.
- ❖ Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the Organization at a key meeting, write an editorial for a newspaper, or thank a major donor.

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Vice Chair

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Role: The Vice Chair is the Secondary Volunteer leader of the Charter School and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

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Responsibility:

- ❖ In the Chair's absence:
 - Presides at meetings of Board of Trustees
 - Serves as ex officio member of standing committees
- ❖ Recognizes his or her responsibility to set the example for other Board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- ❖ Works with the Chair to assist in developing the agendas for Board of trustee's meetings.

- ❖ Advises the Chair on appointing volunteers to key leadership positions, including positions as Chair of board committees and task forces.
- ❖ Assists the Chair by taking on responsibility as necessary for communication with committee chairs.
- ❖ Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
- ❖ Represents the board in the community, especially at events at which the Chair cannot attend.
- ❖ Other duties delegated by the Chair.

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Secretary

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Role: Provides direction for the keeping of legal documents including minutes of all meetings of the board.

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Responsibility:

- ❖ Certify and keep in the principal office of the corporation the original or a copy of the bylaws as amended or otherwise altered to date.
- ❖ Keep in the principal office of the corporation, or at such place as the board may determine the minutes of all meetings of the trustees and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof.
- ❖ Present for approval by the board copies of all minutes of meetings of the board.
- ❖ Ensure that all notices are duly given in accordance with the provisions of the bylaws or as required by law.
- ❖ In general, serve as the protocol officer of the board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
- ❖ In general, perform all duties incident to the office of the clerk and such other duties as may be required by law, by the articles of incorporation or bylaws, or which may be assigned to him or her from time to time by the board or trustees.
- ❖ Recognizes this or other responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

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Treasurer

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Role: Provides direction for the financial management of the organization and helps the board to meet its financial oversight responsibilities.

Responsibility:

- ❖ Chair of the finance committee.
- ❖ Provides direction for the oversight of the organization's book-keeping and accounting policies.
- ❖ Ensures the presentation of timely and meaningful financial reports to the board.
- ❖ Ensures the development and board review of financial policies and procedures. With the finance committee, monitors adherence to financial policies and procedures adopted by the board.
- ❖ Oversees development and board review of financial policies and procedures. With the finance committee, monitors the adherence to financial policies and procedures adopted by the board.
- ❖ Ensures that assets are protected and invested according to board policy.
- ❖ Leads the board in assuring compliance with federal, state and other financial reporting requirements.
- ❖ Presents the recommendation of the auditor to the board for their approval. With the finance committee, reviews the results of the audit including the management letter, develops a plan for remediation (if necessary), and presents the results to the board.
- ❖ Recognizes this or other responsibility to set the example for other board members by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
- ❖ Takes responsibility for designing an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

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Ignite CEOs/Heads of School

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Role: The CEOs serve as chief executives of Ignite Achievement Academy and, in partnership with the Board, are responsible for the success of Ignite Achievement Academy. Together, the Board and CEOs assure Ignite Achievement Academy's faithfulness to its charter, relevance to the community, the accomplishment of Ignite Achievement Academy's mission and vision, and the accountability of Ignite Achievement Academy to its diverse constituents.

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Responsibility:

❖ **Mission, Policy and Planning**

- Helps the Board determine values, mission, vision, and short and long term goals.
- Helps the Board monitor and evaluate relevancy to the community, its effectiveness and its results.
- Keeps the Board fully informed on the condition of the school and on all other important factors influencing it.
- Identifies problems and opportunities and addresses them; brings those which are appropriate to the board and/or its committees; facilitates discussion and deliberation.
- Informs the Board and its committees about trends, issues, problems and activities in order to facilitate policy-making. Recommends policy positions.
- Keeps informed of developments in public education reform, the charter movement not-for-profit management and governance, and philanthropy and fund development.

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❖ **Legal Compliance**

- Assures the filing of all legal and regulatory documents, and monitors compliance with relevant laws and regulations.

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❖ **Management and Administration**

- Provides general oversight of all activities, manages the day-to-day operations, and assures smoothly functioning, efficient charter school.
- Assures program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
- Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures process for selecting, developing, motivating and evaluating staff and volunteers.
- In accordance with board action, recruits personnel, negotiates professional contracts, and sees that the appropriate salary structures are maintained.
- Specifies accountabilities for senior team positions and evaluates performance regularly.

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❖ **Academic Oversight**

- Develops and manages performance of the principal, instituting accountability systems to ensure that charter promises are met and exceeded.
- Develops and leads process for assessing the needs of the instructional program, planning, implementing and evaluating short and long-term academic goals.
- Supervises the processes for recruitment, selection, initial training, on-going professional development, and evaluation of teachers and staff.

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❖ **Governance**

- Helps the Board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.
- Works with the Board chair to enable the Board to fulfill its governance functions and facilitates the optimum performance by the Board, its committees, and individual Board members.
- With the Board chair, focuses Board attention on long-range strategic issues.
- Manages the Board's due diligence process to assure timely attention to key issues.

- Works with the Board Officers and Committee Chairs to get the best thinking and involvement of each board member to give this the best.

- Recommends volunteers to participate on the Board and its Committees.

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❖ **Finances**

- Promotes programs and services that are produced in a cost-effective manner, employing economy while maintaining a high level of quality.

- Oversees the fiscal activities of the Charter School, including budgeting, reporting and auditing.

- Works with the Board to ensure financing to support short and long-term goals.

- Assures an effective fund-development program by serving as the chief development officer for hiring and supervising an individual responsible for this activity.

- Helps guide and enable the Board, its fund-development committee(s), and its individual board members to participate actively in the fund-developer process.

- Helps the Board and its development committee design, implement and monitor a available fund-raising plan, policies and procedures.

- Participates actively in identifying, cultivating and soliciting donor prospects.

- Assures the availability of materials to support solicitation.

- Assures the development and operation of gift management systems and reports for quality decision-making.

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❖ **Community Relations**

- Facilitates the integration of the school into the fabric of the community by using effective marketing and communications activities.

- Acts and advocates, within the public and private sectors, for issues relevant to the school, its services, and constituencies.

- Listens to scholars, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of the school's response to community needs.

- Serves as the chief spokesperson, assuring proper representation of the school to the community.

- Initiates, develops, and maintains cooperative relationships with key constituencies.

- Works with legislators, regulatory agencies, volunteers and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of the school's constituencies.

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Recruitment, Selection, Development of Board Members

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Recruitment of board members is contingent upon criteria that relates to mission alignment and organization necessity. The BOD is designed in a manner that ensures a healthy rotation of members over time. Compliance to the Bylaws aids in IAA's Board of Director Selection efforts. In addition to Board candidates and members displaying virtue, proficiency, and a positive upstanding in the community, ideal qualifications for such candidates include:

- ❖ Faith and investment in the evolution and manifestation of the school vision and mission
- ❖ Possess the desire, competency and time to contribute necessary presence, energy, output and value
- ❖ Willing and able to work synergistically with a team of professionals
- ❖ Share and champion the educational and civic philosophy of Ignite Achievement Academy

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Board of Director Consulting

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IAA intends to continue its alliance with Board On Track. Board On Track is a guided step-by-step program that builds better boards through a combination of expertise, training, and powerful web-based tools. The unique approach provides boards with a continuous trip of professional development throughout the year, tools to make that knowledge actionable, and data to measure governance impact. Board On Track will also assist in the development of board members.

2

Consulting Partnership

2

IAA has outsourced financial oversight to Donovan and Somerset. CSMC will be responsible for state reporting. It is likely that several school functions will be provided, including but not limited to financial oversight and insight, payroll and accounting, and state reporting and DOE metrics. These operational elements will be managed by the above vendors in tandem with IAA's Business Operations Manager and Heads of School. This outsourcing of these services will allow the school's leadership to concentrate efforts on the culture and instruction within the school.

2

The key services provided by Somerset will include:

- **School Accounting and Finance:** Somerset will assist Ignite Achievement Academy to ensure that the school's finances are well-organized and cleanly run. Somerset, along with the on-site school Business Manager, will review school transactions, process checks and along with Human Resource Vendor, Wilson administer the school's payroll system. More importantly, Somerset will also ensure that Ignite Achievement Academy's finances are well-maintained. This will ensure that school leaders and board of directors are aware of any strategic challenges facing their financial position.
- **State Reporting:** CSMC Consulting will work with the school's data system and generate, prepare, and submit all required state reporting to the Department of Education. CSMC will review the quality of student data that is captured on each student and reconcile any data issues with school staff.
- **Budget and Long-Range Strategic Financial Planning:** Somerset, IAA Board of Directors along with Finance Committee, Heads of School and Business Operations Manager will lead the budgeting and long-range strategic financial planning of Ignite Achievement Academy. This will include adapting plans to make best use of the fiscal and human resources available to the school.

2

Co-Leadership as well as the Board of Directors and committee members will be largely responsible for proactively seeking the individuals with the skill sets desired for selection first to committees chaired by board members. Once resumes are submitted and reviewed, in most cases, candidates will have an opportunity to engage and serve through committee membership. As candidates become familiar with IAA's mission, vision, culture, and board, through service on the committee, they will ultimately build a base for selection to the board through service to the committee(s). Board of Director terms and voting occur on a staggered and classified basis. There are three classes of terms for board members that represent one, two and three year terms respectively. This kind of structure encourages a healthy continuity of experience and orderly succession of said directors which we anticipate will in turn ensure a long-term initiative and the stability of the institution.

In order to continue to diversify the expertise and scope of the Board of Directors at Ignite Achievement Academy at the time of this application, the leadership team at IAA are vetting new board representation in the specific areas of facilities, technology, and fundraising. Once start-up funds are released, the leadership team will evaluate candidates for the position of Business Operations Manager. The description is as follows:

2

Position Overview

*Adapted from KIPP NOLA

The Business Operations Manager is the operational leader of the school. He/she is critical to the successful and efficient running of the campus. This position is central to the realization of our mission and provides the school leaders the opportunity to focus almost exclusively on teaching and learning within the schools. The Business Operations Manager will therefore be an individual who embraces innovation and continuous improvement, is willing to get his/her hands dirty, and relishes the challenge of finding ways to work smarter and more efficiently, all in support of ensuring the instructional staff and leaders can stay focused on teaching and learning.

2

The Business Operations Manager will report to the school leaders and manage the school front office team as well as outside vendors/service providers. They will also serve on the school leadership team. The ideal candidate would possess a strong set of leadership and character strengths including:

- Collaborative
- Highly organized and efficient

- **Problem Solver**
- **Detail-oriented**
- **Committed to Excellence**
- **Visionary**
- **Warm and Demanding**
- **Willing to do WHATEVER IT TAKES**

Duties and Responsibilities

The responsibilities of the Business Operations Manager are, but not limited to, the following:

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School Operations Leadership & Operation Management

- **In partnership with the School Leader and the Regional Leadership, develops the school-wide operations vision that supports and operationalizes the academic and cultural vision of the school**
- **Plays a leadership role in the school's strategic and annual planning and budgeting processes**
- **Assists with hires, manages, coaches, and develops school operations team members (including front office staff and vendors) and holds them accountable to goals and outcomes**
- **Creates and executes systems, policies, and procedures for Business Operations**

☐

Finance & Purchasing

- **Works closely with the School Leaders and Ignite Board to develop the school's annual budget**
- **Actively manages the school budget throughout the year by participating in monthly budget meetings to review budget variances, actively monitoring school spending, and proactively seeking opportunities to ensure spending is always aligned to the school's academic priorities**
- **Manages the school purchasing process by establishing clear systems for staff to request items, placing orders with vendors, tracking delivery, and coding and submitting purchases orders, invoices, and reimbursement requests**
- **Manages the school payment process for activity fees and uniforms**
- **Approves school purchases under a specific financial threshold**
- **Serves as the first school-based point of contact regarding finance and works with regional finance team to ensure financial compliance and reporting**

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Facilities & Maintenance

- **Oversees most aspects of facilities issues, including maintenance, managing staff/vendors, aesthetics, shared space agreements, and campus safety**
- **Regularly conducts facilities walkthroughs and liaises with custodial staff/vendors to ensure that the facility looks the best it can**
- **Ensures that the main office is neat, organized, welcoming and has all important parent-facing materials**

☐

Food Service, Transportation, and Special Events

- **Serves as the eyes and ears of the school to ensure that all school operations run seamlessly each and every day, proactively problem solving and developing systems where needed**
- **Oversees all aspects of food service, including quality, managing staff/vendors, meal tracking, and compliance**
- **Manages the logistics of meal delivery (breakfast, lunch, snacks) including staff duty schedules and cafeteria schedules and routines**
- **Oversees all aspects of transportation including vendor management, arrival and dismissal procedures, and setting and managing staff duty schedules**
- **Owns logistics of communications and external relations through parent letters, weekly staff notes, surveys, and visitors**
- **Owns all logistics (e.g. transportation, lodging, meals, staffing plan, etc.) of all off-site field trips**
- **Serves as point person for hosting visitors on school tours**

☐

Technology & Equipment

- **Ensures** that students and staff have access to needed technology and works with tech support to plan technology-related enhancements
- **Leads** the school opening/start-up process each year to ensure that doors are ready to open by ordering furniture, equipment, instructional supplies, and ensuring that student services (e.g. food service, transportation) are ready to go
- **Manages** the school's supply and asset inventory (e.g. computers, textbooks)

Student Information, Testing, and Academic Operations Support

- **Manages** systems for and maintains accurate student data and information in compliance with federal, state, regional and school expectations
- **Manages** the substitute teacher process including participating in substitute interview events/orientations, orienting new subs to the school, and managing the process by which teachers seek coverage for absences
- **Works** with the co-leaders and director of assessments to manage the logistical elements of all major student assessments
- **Manages** logistics of report cards/progress reports/transcripts

Student Recruitment & Enrollment

- **Develops** and manages student recruitment strategy to ensure that the school begins the academic year with full classes and actively recruits to fill open seats
- **Ensures** that parent info sessions, school tours, and the lottery and enrollment process are tightly planned and executed

Risk Management, Compliance, and Human Resources Administration

- **Ensures** that the school is prepared for emergencies by conducting all drills and training staff on emergency plans alongside Ignite Leadership Team
- **Provides** human resources/talent recruitment on the new hire process (e.g. interviews, new hire offer letters, onboarding)
- **Ensures** that school staff have complete, current, and accurate employee files and certifications; all personnel interacting with students have background checks on file; and schools comply with all areas of legal compliance (e.g. Human Resources, FERPA, etc.)
- **Completes** the exit form for terminating employees and any action items surrounding the exit logistics
- **Reviews** time off data to ensure accuracy and assess leave trends
- **Communicates** leave needs and critical dates and assists in facilitation of employee leaves

Qualifications

- **Bachelor's** degree required
- **Prior** leadership and management experience; successful team leadership and strong track record of results
- **Experience** working with underserved communities, families and/or students
- **Excellent** organizational and communication skills
- **Friendly** and able to work well with others in a fast-paced environment
- **Ability** to multi-task and work within an ambiguous, fast-moving, start-up environment, while driving toward clarity and solutions
- **Extreme** flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate high levels of responsibility and multiple priorities
- **Computer** and financial literacy, including Microsoft Word and Excel
- **Commitment** to the belief that outstanding school leaders, staff, and teachers can achieve excellent outcomes for all students

E. Financial Management

The Treasurer of the Board, and the Finance Committee, will formulate financial policies and procedures. The procedures, and the specific roles in the financial management process, will be developed during our pre-opening year. In the long-term, we would like to manage our finances internally as much as possible. That will depend on several factors, including our ultimate school size, facility costs, and the availability of human resources with the necessary skill set. It is our intent to continue our relationship with Brian D. Anderson Consulting to help establish our initial business systems and evaluate our needs related to our business operations structure. We expect to hire a Business Manager to work onsite, handling the day-to-day activities, including purchasing, accounts payable, payroll preparation (not processing), and cash receipts. Until we are at the growth stage where we can successfully manage all of our finances in-house, we plan to contract with an outside consultant to provide ongoing financial oversight.

First and foremost, there will be a minimum of three different people involved in carrying out any financial transaction from beginning to end, which will provide for proper segregation of duties in developing our internal controls. The Finance Committee will select appropriate accounting software to set up and track AA's finances. The Business Manager and financial oversight consultant will both have access to the same company file set up in the software. The Business Manager will use it to generate checks and monitor cash. The financial oversight consultant will use it to create journal entries, make sure payroll is entered into the system appropriately, reconcile bank statements, and generate financial reports. Regular monthly financial reports will be provided to the Finance Committee and then to the entire Board.

The Finance Committee, School Leaders, and the outside consultant will jointly develop the school's annual budget. The Finance Committee and School Leaders will outline budget priorities and the outside consultant will create the budget based on assumptions formed around those priorities. Generally, the key drivers of the budget will be overall enrollment projections, individual class size projections, overall salary structure, facility costs, and long-term financial goals built around the authorizer's financial performance indicators and the school's long-term stabilization prospects. Once the budget has been prepared, the Finance Committee will present it to the full Board for approval.

As well, fundraising is an integral element of the ongoing strategic plan at AA. A productive fundraising campaign can do much to enrich the institution in a diversity of ways. As a result, and keeping with the vision of a community investment, all stakeholders will be called to assist the institution's fundraising efforts. Fundraising committees within our Board of Directors, Parent/Teacher Organization, and Community Council will work with School Leaders to provide unique, targeted and effective fundraising opportunities. AA will have at least one large scale fundraiser and several other auxiliary campaigns throughout the year.

As discussed above, we plan to initially contract with an outside provider. We will continue to vet possibilities, but we anticipate continuing our relationship with Brian D. Anderson Consulting. The services provided will be driven largely by the needs identified when hiring our Business Manager. Services will include budget development, management financial reporting, regulatory financial reporting, audit liaison, and strategic financial planning. We will also outsource payroll processing to a third party payroll provider.

F. Budget

Due to the limited amount of guaranteed funding for charter schools, it can sometimes be a struggle for schools to allocate money towards programs and materials that directly benefit student outcomes. Through the innovative use of resources, schools may be able to locate efficiencies (through the use of staffing, technology, grants, etc.)

that can better support students. In addition, use of recent legislation (PL 1321 and/or PL 1063) can offer partnerships with the school district for facilities, transportation, etc.

Our detailed budget with assumptions is included in the budget template submitted [SEE ATTACHMENT 9]. The overarching key revenue assumptions include:

- ☐ Flat per pupil revenue funding for five years
- ☐ Federal funding sources estimated based on current IPS per pupil estimates
- ☐ No federal start-up funding
- ☐ Start-up funding from the Mind Trust and IPS

The overarching key expense assumptions include:

- ☐ Staffing costs that are sustained by our conservative revenue numbers, but would increase as we seek and further clarify other revenue opportunities
- ☐ Use of low cost IPS facility
- ☐ Annual increases of 2% inflation adjusted for appropriate increases due to enrollment growth

As detailed in the budget attachment, we are aware of the need to provide sufficient funding for special education costs as well as transportation necessary to provide an open and accessible environment. Also, we have several areas in the budget that are flexible and can be managed in case of lower than expected enrollment or other unforeseen contingencies. Most importantly, we will monitor our enrollment progress very carefully and tie the timing of our hiring decisions to that progress. We recognize the need to monitor cash flow always, but particularly during our start-up phase.

G. Facility

Ignite Achievement Academy has been identified as the restart partner for Elder W. Diggs School 2. Ignite Achievement Academy will leverage partnership with IFF to determine exact facility needs and to evaluate the facility through its Innovation Network School Partnership with IPS [SEE ATTACHMENT 10]. IFF has extensive expertise in facility planning and feasibility studies, and has committed to supporting Ignite [SEE ATTACHMENT 10]. With IFF, we will evaluate the facility to ensure that our model would be successful in the respective space.

As previously mentioned, Ignite Achievement Academy will be leasing Elder W. Diggs School 2 from Indianapolis Public Schools (IPS) as part of an innovation agreement. Construction and renovation costs will be provided by the school district in their designated capital improvement schedule, as required for student safety, or as part of a district-wide initiative. Any additional construction costs will be evaluated by IFF, Ignite's facilities management company. Ignite Achievement Academy will ensure that the facility is ADA compliant, and will work with IFF to secure funding if necessary.

Ignite Achievement Academy Timeline for Facility Selection and Requisition	
October-December, 2016	Negotiate and obtain commitment for an IPS facility
January-March, 2017	Perform due diligence on said facility
April-July, 2017	Make tenant improvements as necessary and move-in

H. Transportation

Safety and accessibility is a primary focus for IAA. As the building location has been selected, all Ignite Scholars living within the designated boundary will be provided transportation via Indianapolis Public Schools. In addition, all McKinney-Vento Scholars regardless of location will be transported by IPS. Lastly, Ignite will provide one additional bus for out of boundary scholars that will provide transportation on an as needed basis up to capacity.

Any additional scholars living out of boundary are welcome to attend, however they must provide their own transportation.

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I. Risk Management

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In order for Ignite Achievement Academy to carry out its mission and vision to the fullest, safety must be at the forefront of the organization. In an effort to be preemptive, we intend on establishing a thorough school-wide safety plan prior to the launch of the school. This plan will outline all of the processes and procedures for the following: Severe Weather Drills, Fire Drills, Active Shooter, Lockdown, Evacuation, Hazardous Materials, Bus Accidents, Bomb Threat and Medical/Mental Health Emergency. This plan will also identify relocation sites in the event the school is deemed unsafe at any point in time and operating procedures for actions pertaining to public information and media response personnel. We intend to be extremely thorough and detail the expected actions of all accountable parties. This may include but is not limited to: School administration, Ignite staff, transportation personnel, scholars and families.

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In addition to the implementation of a school-wide safety plan, AAA leadership has partnered with Charter First Insurance who has agreed to provide insurance coverage for the following:

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The Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition, General Liability includes blanket additional insured status for Managers or Lessors or Premises, By Contract Agreement or Permit, and Funding Source. Loss payees can be added to the property upon our review of the lease/funding contracts.

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- ☐ General Liability (includes Corporal Punishment, Athletic Participation*)
- ☐ Workers Compensation
- ☐ Workers' Compensation Part II (Employers' Liability)
- ☐ Employee Benefits Liability
- ☐ Automobile/Bus Liability including non-owned and hired; underinsured as needed
- ☐ Employment Practices Liability
- ☐ Educators Legal Liability (School Leaders E&O and/or Professional Liability)
- ☐ Directors & Officers
- ☐ Fiduciary Liability
- ☐ Sexual Abuse and Misconduct Liability
- ☐ Crime
 - ❖ Employee Dishonesty
 - ❖ Forgery or Alteration
 - ❖ Inside Premises-Theft of Monies & Securities
 - ❖ Outside the Premises
 - ❖ Computer Fraud
 - ❖ Money Orders/Counterfeit Papers
- ☐ Bonds
- ☐ Property and Boiler Machine Coverage
- ☐ Business Income/Extra Expense
- ☐ Student Accident Coverage
- ☐ Cyber Security Liability
- ☐ Umbrella/Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)

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The suggested timeline provided by Charter First Insurance identifies when the insurance will be purchased:

Coverage	Timeline
Directors and Officers/ Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as contents/school equipment is acquired

J. Timeline

Action	Timeline
Community Engagement & Recruitment	
Receive Charter Approval	November 2016
Develop marketing, branding, and promotion materials	December 2016
Attend and promote at community events	November 2016-ongoing
Determine community partnership and allies	November 2016-ongoing
Distribute marketing materials	December 2016-ongoing
Announce school location	January 2016
Open House presentations	January 2017-July 2017; 1 per month
Community Ice Cream Social	August 2017
Instruction, Curriculum & Assessment	
Develop and finalize accelerated curriculum map & scope and sequence	November 2016-April 2017
Develop and finalize brain-based/neuroscience professional development curriculum	December 2016-May 2017
Develop and finalize martial arts curriculum	January 2017-May 2017
Identify SpEd, ILL scope and plan	May 2017; ongoing
Human Resources	
Post job descriptions	December 2016
Execute recruitment plan of action	January 2017
Hire Business Operations Manager	January 2017
Hire Staff	January 2017-ongoing
Summer Institute Training and Onboarding	July 2017
Governance	
Continue board recruitment, diversification, and committee recruitment	November 2016; ongoing
Begin Committee work and scope	Ongoing
Refine long term fiscal plans and goals	Ongoing
Facility	
Announcement	January 2017
Determine needs assessment	January 2017
Commence facility renovations	May 2017
Install network infrastructure	June/July 2017

Purchase Furniture	July 2017
Finance	
The Mind Trust Implementation Grant	January 2017
Select Payroll Service Provider	January 2017
Walton Family Foundation Grant	January/Feb 2017
New Schools Venture Grant	May 2017
Systems and Organization	
Create Standard Operating Procedures	November 2016-June 2017
Finalize Student/Staff Handbook	April 2017
Finalize Discipline Plan	April 2017
Receive Board Approval for Policies, Procedures and Plans	May 2017
Select Student Information System	July 2017

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IV. Summary of Strengths

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Leadership is a key component of any successfully sustainable operation. One of the highlights of Ignite Achievement Academy is the phenomenal team of leaders that have assembled to create a school that will ultimately become a network of academies and a national model. The inaugural Board of Directors are uniquely diversified and have a richly extensive experience-base that will ultimately bring knowledge & expertise, wisdom, guidance, and resources to the project and program. Additionally, the Co-Heads of School have contrasting but complementary skillsets and styles of leadership; they have established a loyal following of supporters in their own right and have created a record that suggests that each is capable of leading an excellent charter school individually. However, as a team, the pair have created a compelling synergy; they are backed by a vast history of collaboration and a propensity to produce quality work and results for underserved children. The Co-Leaders' collective reputation precedes them at the university and post-graduate level, in the classroom as "highly effective" teachers, and as inaugural co-leaders at a high performing charter school. The professional balance between the two leaders along with the commitment to servant-based and strengths-based leadership is instrumental in manifesting a positive, altruistic, collaborative, growth-minded climate and culture of the school. Moreover, the expertise and authenticity of the leaders and the development of a program that is built upon creating holistic learning environments; whole brain teaching, learning and research; community engagement and investment; and enrichment, character development and personal growth, will ensure accelerated learning outcomes for children, and instructional leverage for teachers. Together, this assembly of talent and experience will lead to a design and execution that will ultimately shift the educational paradigm and ignite great and lasting outcomes for young people for decades to come.

2

State of Indiana
Office of the Secretary of State
Certificate of Incorporation

of
IGNITE ACHIEVEMENT ACADEMY, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, July 25, 2016.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 27, 2016

Connie Lawson

Connie Lawson
SECRETARY OF STATE

201607251151468 / 7364853

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>



Ignite Recruitment, Enrollment, and Waitlist Policy & Procedures

Recruitment

Ignite Achievement Academy occupies the space of an existing Indianapolis Public School building, so the vast majority of scholars enrolled attend because it is the school that is closest in proximity to their residence. However, due to the fact that Ignite is operating as a public charter, any Indiana scholar is permitted and encouraged to attend if there are available seats after all scholars within the designated neighborhood boundary have been served. The leaders of Ignite plan to canvas the surrounding community to recruit scholars through face-to-face interaction with prospective families and attending IPS sponsored events such as the Showcase of Schools held in November. They will reach out to potential community partners to speak at churches, local businesses, community centers and day-care providers if additional recruitment is necessary. Staff will continue to hold open houses showcasing the unique aspects of Ignite's model and community days to build a strong rapport and develop relationships. The school also actively advertises via social media and through its website.

In past experience, families have been drawn to and expressed appreciation for the co-leadership model. The school heads strongly believe in the notion of side-by-side leadership and feel that by sharing the responsibility of the principalship and organizational head, they are setting a precedent for all stakeholders in the school community to follow. By demonstrating that different genders, ethnicities and backgrounds can come together for the sake of a common goal, they are exhibiting 21st Century Skills of communication, cooperation and ultimately, strengths-based camaraderie. They strongly feel the collective talents of all are essential in launching and sustaining a prosperous innovation school model. They believe that this is a strong selling point for their school, as past families were very much invested in this team style approach. In addition, the focus on neuroscience, accelerated academics, martial

arts infusion and project-based learning are aspects that are innovative and unique to this particular education model.

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Enrollment Process

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The school's admissions practices will comply with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and federal civil rights laws, including but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title III of the Americans with Disabilities Act of 1990.

¶

Enrollment in the school will be open to all students, giving priority to those living within the designated boundary. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, ancestry, or any other criteria that would be unlawful. As per IC20-24-5-5, the school will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If the school receives a greater number of applications than there are spaces for students, each timely applicant will be given an equal chance of admission via a lottery process. The lottery will be held at Ignite Achievement Academy in the cafeteria on Friday, May 18th, 2018 if needed.

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For a designated period, AAA will hold an open enrollment term. "In order to accommodate the diversity and needs of families within the community being served, AAA's open enrollment term will include designated evening and weekend times. AAA will provide notice of the open enrollment term through the following media:

- Direct and electronic mailing of the open enrollment term with an application to any and all families that inquire about AAA.
- A written notice detailing the open enrollment term and process will be posted at the school facility and other local community and service institutions in proximity to the AAA facility.
- Written notice of the open enrollment term and process will be placed in local newspapers, school website and social media.

DISCIPLINARY INFRACTIONS/CODE OF ETHICS

Each scholar has the right to learn in a positive, safe, and secure environment. The Heads of School or administrative designee has the right and authority to determine whether anyone has violated codes of ethics and/or has interfered with the balance and peaceful conduct of the school and may lead to consequences if appropriate. In our commitment to establish and ensure each scholar's access to a healthy and quality education, we acknowledge the need to establish a culture that promotes order and discipline in the school. In order to achieve this end, a cooperative effort must be achieved and maintained school staff, scholars, families, guardians, and our community. IAA is dedicated to eliminating the school discipline disparity in underserved populations and demographics by reducing the number of referrals, suspensions, and expulsions. The IAA staff will engage in restorative practices that elevate school culture, enhance equitable discipline systems, while improving self-motivation and positive character traits in scholars.

ALTERNATIVES TO CORRECTION

IAA is responsible for incorporating a Multi-Tiered Support System (MTSS) framework in order to reduce the level of discipline referrals, suspensions and expulsions through pro-active and responsive intervention, positive behavioral motivation, restorative practices, and other non-punitive approaches to discipline. MTSS is a support system that focuses on maximizing scholar achievement, eliminating behavior instances and trends, and avoiding loss of instructional time through the use of tiered interventions.

Referral of scholars from the classroom environment for misbehavior should occur minimally and only in the most disruptive and/or repetitive circumstances and after responsive management techniques have been used. IAA staff is trained to utilize a classroom management system of strategies and techniques prior to referring a scholar out of the classroom unless in the case of egregious or aggressive behavior that threatens the safety or the ability of other scholars to learn. Classroom management strategies include, but are not limited to the following:

1. Use of classroom character tracker
2. Informal restorative and affective questioning
3. Intentional and specific re-teaching of behavioral expectations;
4. Use of "cool down" space
5. Separation of particular scholars
6. Assignment of extra tasks
7. Check-in with preferred staff
8. Redirect with instructional assistant

John Akers <jakers@igniteindy.org>
To: Shy-Quon Ely II <sely@igniteindy.org>
Cc: Azure Angelov <adsangelov@gmail.com>, Kim Ballin <kballin@igniteindy.org>

Thu, Jun 28, 2018 at 4:02 PM

----- Forwarded message -----

From: Woodward, David <dwoodwar@doe.in.gov>
Date: Thu, Jun 28, 2018 at 3:02 PM
Subject: RE: Confirmation of Safety Emergency Plan Cert Form
To: John Akers <jakers@igniteindy.org>

John,

I checked the system and it shows that you have submitted the form.

David Woodward



Indiana Department of Education

(317) 232-6975 | dwoodwar@doe.in.gov

www.doe.in.gov Feedback: [How are we doing?](#)



EMERGENCY MANAGEMENT CRISIS RESPONSE PLAN

Ignite Achievement Academy at
ELDER W. DIGGS
1002 WEST 25TH STREET

INDIANAPOLIS, IN 46208

(317) 226-4242

Shy-Quon Ely II

Head of School

July 2018

PARTICIPANTS ON THE SCHOOL SAFETY COMMITTEE

NAME	TITLE
Shy-Quon Ely II	Head of School
John Akers Jr	Director of Peace & Safety
Kimberly Ballin	Business Operations Mgr.
NaTanza Bratcher	Front Office Manager
Rodney Rivers	Director of Student Services
Helen Day	School Nurse
Clint Johnson	Director of Behavior Compliance
Jessica English	Dean of Academics
Steven Douglas	Dean of Culture and Climate

MEETING DATES AND AGENDA

July 9, 2018	Intro To Safety Committee Team
July 31, 2017	Go over Emergency Plan and Responsibilities
August 8, 2018	Walk-through the school with Fire Marshall
August 10, 2018	First Fire Drill
August 15, 2018	Discussed drills in staff meeting (PD).

August 31, 2018	Make sure all Fire Marshall concerns have been covered
January 10, 2019	Safety Concerns throughout the building
April 11, 2019	Safety Plan for next year submission

SCHOOL STAFF TRAINING

Beginning of each school year, Mr. Akers or his designee will review plan with all staff. Copy of plan will be given to each member. Plan will be reviewed with staff members that join midyear.

DATE OF YEARLY REVIEW

July 31, 2018

January 9, 2019

INCIDENT COMMAND

CHAIN OF COMMAND

MAIN OFFICE

FIRST IN COMMAND

NAME

TITLE

John Akers Jr

Chief Director of Peace & Safety

SECOND IN COMMAND

Shy-Quon Ely

Founder

Crisis Team Members and Their Specific Job

John Akers Jr.:

(Jessica English) Will communicate directly with Ed Center, Founder and/or committee members. Have a building roster, cell phone, megaphone and a two-way radio.

Shy-Quon Ely

Will confirm first floor evacuation. Ensures that no staff member or student has contact with the media – Sets up communication points and communicates directives to the staff. Have a cell phone and two-way radio. Reports to the Commander and Chief.

Helen Day, RN:

Will prepare all medications for evacuations. Call 911 to transport medically frail children or those without their wheel chairs to a medical facility as needed. Will report to Mr. Akers Jr.

Lyn Hills:

Will shut off utilities as needed and report to the commander in chief. She will confirm first floor evacuation. Have floor plans available, assist emergency responders as needed, maintain maintenance records and provide keys to responders. Communication via a two-way radio

NaTanza Bractcher:

Will report to commander in chief and will have a building roster with student names, addresses and contact information. The secretary will provide the connect Ed Messages and will report to Mr. Akers Jr or his designee. “

This is to inform you that there has been a building evacuation of School 42. At this time, we have had_____reports of injuries. Families of children with injuries will be contacted personally based on contact information provided to the main office of School 42. Children are being moved at this time to **(Holy Angels at 28th and Dr. MLK, Jr. OR Riverside Park at 25th & Riverside)**. Children may be picked up by a legal guardian. You must present ID and please be prepared to wait so that children can be released in a safe and orderly manner.

We will have a building roster with student's names, addresses and contact information. She will report to Mr. Akers Jr.

She will order buses for shelter and transport (226-4500, 226-4060 or 226-4099). This is Ms. Bratcher from Ignite Achievement Academy@ Elder Diggs, we are evacuating to **(Holy Angels at 28th and Dr. MLK, Jr. OR Riverside Park at 25th & Riverside)**. We need transportation for 550 students and 76 adults. We have students in wheelchairs. She will have copies of the bus route sheets and will organize bus loading and unloading, if needed. She will report to Mr. Akers Jr.

Rodney Rivers:

Will confirm second floor evacuation if necessary. She will report to top of stairs to evacuate children in wheelchairs as needed. She will also organize the mass (walking) movement of the students and staff. Will have a megaphone. Will report to Mr. Akers Jr.

Steven Douglas:

Will report to Mr. Akers Jr. They will distribute wheelchairs and/or strollers for evacuation and assign others to push them as needed.

CONTACT INFORMATION

Jamie VanDewalle	Downtown Office	317 832-6445
Aleesia Johnson	Downtown Office	317 226-3420

CPR AND FIRST AID CERTIFICATION

NAME	TITLE	LOCATION	EXTENSION
Helen Day	School Nurse	Room 109	276
John Aker Jr	Chief Director of Peace & Safety	Room 163	275

MITIGATION/PREVENTION

Incidents of Violence

ARMED INTRUDER

Lockdown drills are held three times a year.

Electronic entry and camera are utilized at front door.

All other doors to building are locked at all times.

At least one adult is present at bus entrance during arrival and dismissal times.

At least one adult monitors the front entry during arrival and dismissal times.

Staff must report any unknown persons to administration immediately.

Table top exercises are periodically conducted to review procedures with staff.

BIOLOGICAL THREATS

Mail and deliveries are only handled by designated adults.

Staff is aware of guidelines for contamination.

Table top exercises are periodically conducted to review procedures

	with staff.
BULLYING	<p>Table top exercises are periodically conducted to review procedures with staff.</p> <p>Teachers, students, parents, and principal read and signed the school compact against bullying.</p> <p>Weekly lesson plans are utilized to teach conflict resolution skills to students.</p> <p>Staff and students know that bullying is not permitted.</p> <p>Referral forms are available for students to fill out and submit it to the teacher. The teacher then submits the form to the school social worker/counselor.</p> <p>Teachers limit time in restroom in order to prevent bullying.</p> <p>Students are supervised at all times.</p>
DRIVE-BY OR SNIPER	<p>Procedures for armed intruder are known by all staff (See above).</p> <p>“Rumors” are reported to a staff member who reports this information to administration.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
FIGHTING	<p>Adult supervision is expected at all times.</p> <p>Prompt intervention when conflict begins.</p> <p>Students and staff know we are a fight-free school.</p> <p>Conflict resolution skills are reviewed periodically.</p> <p>Removal and isolation of students involved.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
HOSTAGE INCIDENTS	<p>Procedures for armed intruder are known by all staff (See above).</p> <p>Students are kept under adult supervision at all times.</p> <p>Primary students travel in pairs when not under adult supervision.</p> <p>Access control of the building is utilized.</p>

	<p>Information regarding students is only given to authorized persons.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
SHOOTING	<p>Procedures for armed intruder are known by all staff (See above).</p> <p>Five members of the staff have first aid training.</p> <p>“Rumors” are reported to a staff member who reports this information to administration.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
VIOLENT OR DISRUPTIVE ADULT OR STUDENT	<p>Access control of the building is utilized.</p> <p>Restricted area and lockdown procedures are known.</p> <p>Parent liaison and counselor are available.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
Natural Emergencies	
EARTHQUAKES	<p>Staff and students know to assume a duck and cover position under a desk or table, if possible.</p> <p>Earthquake procedures are discussed annually.</p> <p>Staff knows how to report injuries.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
HEAVY RAINS OR FLOODS	<p>Custodians monitor boiler room for possible flooding during heavy rains.</p> <p>Teachers are prepared to follow evacuation plans.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
SEVERE THUNDERSTORMS AND/OR ELECTRICAL STORMS	<p>Weather is monitored when students are outside.</p> <p>Staff knows to bring students inside immediately at the first sign of imminent weather and not to touch metal objects (zippers, playground equipment, metal fences, downed wires, etc.).</p>

	Table top exercises are periodically conducted to review procedures with staff.
TORNADO	<p>Tornado drill is practiced four times per school year.</p> <p>Students know duck and cover procedures.</p> <p>Classrooms are provided with the exit route and the location of the shelter area.</p> <p>Designated staff members know first aid.</p> <p>Staff knows how to report injuries.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
WINTER STORMS	<p>Students are not sent home without parent notification.</p> <p>Walkways are kept as clear and safe as possible.</p> <p>Teachers remain with students until all are released.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
Man-Made Emergencies	
BOMB THREAT	<p>Evacuation procedures are in place (follow fire drill procedure).</p> <p>Teachers have been instructed to look for anything suspicious in room before leaving.</p> <p>Classrooms know exit procedure and where to assemble.</p> <p>In the event of a true bomb threat, staff and students will be moved to an off-campus site.</p> <p>A bomb threat checklist has been placed by all phones.</p> <p>All staff members have been instructed on how to complete the checklist and follow-up procedures.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
CHEMICAL/ ENVIRONMENTAL	<p>Restricted area and evacuation procedures are practiced three times a year.</p> <p>Internal</p>

HAZARD	<p>Staff knows that the area will be isolated (restricted) and to wait for further instructions.</p> <p>External</p> <p>Staff knows to shut all windows and to pull blinds closed.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
FIRE ARMS/WEAPONS PROCEDURES	<p>All staff and students know to report suspicion of weapons to administration.</p> <p>Teachers/staff know not to attempt to take a weapon.</p> <p>Who and how searches for weapons will take place are known by all staff.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
NARCOTICS AND DRUGS	<p>Staff knows to report any suspicion of drugs in school.</p> <p>Students know to tell teacher if someone has drugs.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
SUBSTANCE OVERDOSES	<p>Staff knows procedures for reporting to administration.</p> <p>Staff knows to call 911 if situation is critical; then report to administration.</p> <p>Staff knows to save bottles or residue of drugs for medical personnel.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
Other Crises or Emergencies	
ABDUCTION	<p>Controlled access of the building.</p> <p>Student information released only to authorized persons.</p> <p>Picture ID required for anyone taking a student and they must be on the authorized list.</p> <p>Staff knows to report any suspicious activity at dismissal when students are picked up.</p>

	<p>Primary students travel in pairs within the building.</p> <p>Adult supervision of children occurs at all times, particularly at recess.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
CHEMICAL/ ENVIRONMENTAL HAZARD	<p>Restricted area and evacuation procedures are practiced three times a year.</p> <p>Internal</p> <p>Staff knows that the area will be isolated (restricted) and to wait for further instructions.</p> <p>External</p> <p>Staff knows to shut all windows and to pull blinds closed.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
CHILD ABUSE, MOLESTATION, OR NEGLECT	<p>Staff knows they MUST report suspected abuse, molestation or neglect and the procedures for doing so in this building.</p> <p>Social workers make students aware of good/bad touching.</p> <p>Staff is reminded about professional boundaries with students.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
DEATH (Staff Member or Student)	<p>Phone tree has been set up in order to contact all necessary staff members.</p> <p>Principal knows to notify proper authorities.</p> <p>Lockdown procedures are practiced four times a year (in the event of a death during the school day).</p> <p>Staff members know to call 911 in the event of an emergency.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
FIRE	<p>Fire drill procedures are in place.</p> <p>Fire drills are practiced monthly.</p> <p>Classrooms are provided with the exit and alternative route for each</p>

	<p>room.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
HAZARDOUS MATERIALS	<p>Staff and students know to report any spills to the office.</p> <p>List of all cleaner ingredients and all hazardous materials maintained by Head Custodian.</p> <p>Staff knows to restrict the area.</p> <p>School nurse knows First Aid.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
NATURAL GAS LEAK	<p>Staff knows not to use building telephones or touch light or appliance switches or use elevators.</p> <p>Teachers know to keep all students with them and await instructions.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
PANDEMIC FLU	<p>Posters of good hygiene are displayed in and around the restrooms.</p> <p>Discussion of good hygiene in each classroom occurs on an as need basis.</p> <p>Classrooms use anti-bacterial liquid often.</p> <p>Staff is encouraged to take flu shots if they are able.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
SEVERE ILLNESS OR INJURY	<p>All staff knows to report serious illness or injury to administration, but that if it is life threatening to call 9-911 first, then let administration know.</p> <p>School nurse knows First Aid.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
SUICIDE OR ATTEMPTED SUICIDE	<p>Staff is alert to warning signs for suicide and understands how to refer students for counseling.</p> <p>If a suicide is attempted, staff knows to report the incident to administration, but that if situation is life threatening, to call 9-911 and</p>

	<p>then notify the principal.</p> <p>A caring atmosphere and a personal concern for all students and staff are emphasized in our building.</p> <p><u>STAFF KNOWS THAT WE TAKE ALL SUICIDE THREATS SERIOUSLY.</u></p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>
UTILITIES INTERRUPTION OR LOSS	<p>Staff knows to report problems to the office and await instructions, in case evacuation to another area is ordered.</p> <p>Custodians know how to do shut offs and to contact Facilities Management.</p> <p>Table top exercises are periodically conducted to review procedures with staff.</p>

PREPAREDNESS	
Incidents of Violence	
ARMED INTRUDER	<p>Any person who sees an armed intruder reports this to the office immediately.</p> <p>All doors are locked to building during school day.</p> <p>At least one adult is present at bus entrance during arrival and dismissal times.</p> <p>Emergency phone numbers posted in administrative offices.</p> <p>Incident Command is established.</p> <p>Crisis Team is established.</p>
BIOLOGICAL THREATS	<p>Internal:</p> <p>Evacuation sites identified</p> <p>Custodian prepared secure/isolate area.</p>

	<p>Shelter-in-Place is announced if applicable.</p> <p>Administrator is prepared to notify Innovation Officer 317 226-3420 and Mr. Akers Jr 317 226-4242.</p> <p>External:</p> <p>Administrator is notified.</p> <p>Practice reverse evacuation process with students if children are outside.</p> <p>Emergency phone numbers posted in administrative offices.</p>
BULLYING	<p>All staff members are trained to recognize bullying. Mr.Akers educates students and staff about bullying.</p> <p>Students are closely supervised at all times.</p>
DRIVE-BY OR SNIPER	<p>A lockdown is ordered over the P.A. system.</p> <p>All doors are locked and students are kept away from windows.</p> <p>Administrator is prepared to notify Mr. Akers Jr and/or IMPD.</p>
FIGHTING	<p>All staff members on alert for any possible outbreaks.</p> <p>Updated phone numbers for parents to be contacted.</p> <p>Student supervision at all times.</p>
HOSTAGE INCIDENTS	<p>Television monitor in office viewed by secretary.</p> <p>A lockdown is ordered over the P.A. system.</p> <p>All doors are locked and students are kept away from windows.</p> <p>Administrator is prepared to notify Mr. Akers Jr and/or IMPD.</p> <p>Staff has been advised not to comment to media.</p>
SHOOTING	<p>Television monitor in office viewed by secretary.</p> <p>A lockdown is ordered over the P.A. system.</p> <p>All doors are locked and students are kept away from windows.</p> <p>Administrator is prepared to notify Mr. Akers Jr and/or IMPD.</p> <p>Staff has been advised not to comment to media.</p>

VIOLENT OR DISRUPTIVE ADULT OR STUDENT	<p>All staff members on alert for any possible outbreaks.</p> <p>Administrator is prepared to notify Mr. Akers Jr and/or IMPD.</p> <p>Staff realizes suspect must be kept under supervision at all times.</p>
Natural Emergences	
EARTHQUAKES	<p>Duck and cover position drills are conducted four times during the school year.</p> <p>Administration prepared to call IPS and/or IMPD.</p> <p>First aid kit available if needed.</p>
HEAVY RAINS OR FLOODS	<p>Administration prepared to call IPS and/or IMPD.</p> <p>First aid kit available if needed.</p>
SEVERE THUNDERSTORMS AND/OR ELECTRICAL STORMS	<p>Administration prepared to call IPS and/or IMPD.</p> <p>First aid kit available if needed.</p> <p>Duck and cover position drills are conducted periodically throughout the school year.</p> <p>Reverse evacuation practice drills.</p>
TORNADO	<p>Administration prepared to call IPS and/or IMPD.</p> <p>First aid kit available if needed.</p> <p>Duck and cover position drills are conducted four times during the school year.</p>
WINTER STORMS	<p>Phone tree in place.</p> <p>Directives from Central Office are followed with regard to possible early dismissal, cancellation of after school programs.</p> <p>Students are not sent home without parent notification.</p> <p>Parents notified through connect ed.</p> <p>Custodians prepared to keep walkways clear and safe as possible.</p> <p>Teachers are prepared to remain with students until all are released.</p>

Man—made Emergencies	
BOMB THREAT	<p>All staff advised to keep caller talking when taking a bomb threat call. Checklist posted by all phones.</p> <p>Administrator prepared to notify Mr. Akers Jr. and School Police at 4633 for threat assessment.</p> <p>Evacuation drills practiced monthly.</p> <p>Teacher prepared to take class roster.</p> <p>Teachers prepared to take roll of students once outside.</p> <p>Crisis Team in place.</p>
CHEMICAL/ ENVIRONMENTAL HAZARD	<p>Internal:</p> <p>Custodian prepared to secure/isolate area.</p> <p>Principal prepared to notify Mr. Akers Jr. and School Police at 4633.</p> <p>External:</p> <p>Reverse evacuation process practiced throughout the year.</p> <p>Administration prepared to notify Mr. Akers Jr. school police at 4633.</p> <p>Reunification forms and process are practiced and explained to staff.</p>
FIRE ARMS/WEAPONS PROCEDURES	<p>All staff members know to report a student has a weapon to administration immediately.</p> <p>Crisis Team is in place if needed.</p> <p>Staff awaits further instructions from administration.</p>
NARCOTICS AND DRUGS	<p>Staff prepared to report any known use of drugs on campus to Administration.</p> <p>Administration prepared to contact School Police.</p>
SUBSTANCE OVERDOSES	<p>Staff prepared to call 911 as well as Mr. Akers Jr. (4242) and School Police (4633).</p> <p>Staff prepared to detain students who may provide information.</p> <p>Staff advised not to discuss nor speculate on situation with colleagues</p>

	<p>or students.</p> <p>School nurse notified.</p> <p>Staff prepared to wait with student until police or EMS arrives</p>
Other Crises or Emergencies	
ABDUCTION	<p>Staff and administration prepared to call 911 if they witness or suspect abduction.</p> <p>Notify Administration.</p> <p>Lockdown is announced over the P.A. system.</p> <p>Await further instructions from administration.</p> <p>Administration prepared to share information with parents through Connect Ed with advice from School and Community Relations.</p>
CHEMICAL/ ENVIRONMENTAL HAZARD	<p>Internal:</p> <p>Custodian prepared to secure/isolate area.</p> <p>Principal prepared to notify Mr. Akers Jr., FMD 4653 and School Police at 4633.</p> <p>External:</p> <p>Reverse evacuation process practiced throughout the year.</p> <p>Administration prepared to notify Mr. Akers Jr. school police at 4633.</p> <p>Reunification forms and process are practiced and explained to staff.</p>
CHILD ABUSE, MOLESTATION, OR NEGLECT	<p>Staff members prepared to communicate with administration regarding child abuse, molestation, and/or neglect and how to make a CPS report.</p> <p>If the principal is not available, the person reporting the abuse can find help with the social worker. The report must be filed promptly. The social worker would report the incident to the principal when he/she returned to the building.</p> <p>Staff knows not to notify Parents.</p> <p>Administration is prepared to call Human Resources if a staff member is involved. HR will advise as to what action is to be taken. All such accusations are kept confidential.</p>

DEATH (Staff Member or Student)	<p>Staff knows to Call 911 immediately.</p> <p>Administrator notified of death.</p> <p>Lockdown procedures are in place.</p> <p>Incident Command is established.</p> <p>Crisis Team established.</p> <p>Identify students/adults in need of support.</p>
FIRE	<p>Staff needs to know the placement of fire alarms.</p> <p>Staff prepared to activate the fire alarm.</p> <p>Monthly fire drills</p> <p>Class roster taken.</p>
HAZARDOUS MATERIALS	<p>Internal:</p> <p>Administrator is notified.</p> <p>Custodian prepared to secure/isolate area.</p> <p>Evacuation sites identified</p> <p>Shelter-in-Place is announced if applicable.</p> <p>Administrator is prepared to notify Mr. Akers Jr.(4242), maintenance at 4653 and school police at 4633.</p> <p>Reverse evacuation practice drills.</p> <p>External:</p> <p>Administrator is notified.</p> <p>Practice reverse evacuation process with students if children are outside.</p> <p>Emergency phone numbers posted in administrative offices.</p>
NATURAL GAS LEAK	<p>Administrator is prepared to notify staff and students.</p> <p>Staff knows not to operate electrical devices.</p> <p>Administrator prepared to follow proper protocol.</p>

PANDEMIC FLU	<p>Phone tree established and prepared to be used.</p> <p>Administration prepared to decide how classes are divided in the event of teacher absence(s) without a substitute.</p> <p>Be aware of proper hygiene practices.</p>
SEVERE ILLNESS OR INJURY	<p>Staff prepared to call 911 if illness or injury is life threatening.</p> <p>Staff prepared to monitor student until police/EMS arrives.</p> <p>A staff member prepared to or Administration accompany student to hospital if parent/guardian is not available.</p>
SUICIDE OR ATTEMPTED SUICIDE	<p>Administrator or staff prepared to notify 911.</p> <p>Identify staff member who know CPR/First Aid</p>
UTILITIES INTERRUPTION OR LOSS	<p>Maintenance Dispatcher.</p> <p>Staff members prepared to remain with classroom and await further instructions.</p> <p>Administrator prepared to notify custodian of electrical outage.</p>

**FIRE EVACUATION ROUTES, ALTERNATIVES ROUTES,
and ASSEMBLY POINTS for SCHOOL #42**

ROOMS:	EVACUATION ROUTE:	ALTERNATE ROUTE:	ASSEMBLY POINT:
102, 104, 106,108 Clinic Parent Center Main Office	Main Entrance Door #1	Cafeteria, Southwest Exit, Northwest Exit,	25th Street Main Entrance, Cafeteria, Southwest Exit 26th Street Northwest Exit
109, 110, 111, 112	Southwest Exit Door #2	Northwest Exit, Main Entrance, Cafeteria, Locker Room Hallway, Gymnasium	25th Street Southwest Exit, Main Entrance Cafeteria, Locker Room Hallway Rader Street Gymnasium 26th Street Northwest Exit
113,115,117,119,121, Media Center (118)	Northwest Exit Door #3	Southwest Exit Main Entrance	26th Street Northwest Exit 25th Street Southwest Exit or Main Entrance
120,122,123,125 Laundry Room	Northeast Exit Door #4	Northwest Exit Gymnasium, Cafeteria, Main Entrance	26th Street Northeast Exit, Northwest Exit, Rader Street Gymnasium

			25th Street Cafeteria, Main Entrance
Gymnasium	Gymnasium Doors #6 and #7	Northeast Exit Main Entrance	Rader Street Gymnasium 25th Street Main Entrance 26th Street Northeast Exit
Custodial Area Locker Rooms Basement	Locker Room Hallway Exit Door #5	Gymnasium	26th Street Locker Room Hallway Exit Rader Street Gymnasium
Cafeteria	Cafeteria Exit #8 AND- If the cafeteria is full Main Entrance	Main Entrance	25th Street Cafeteria Main Entrance
Staff Lounge and All upstairs offices southwest of Lounge Psychologist Speech, Mid-Town 209, 210, 211, 212	Anyone unable to ambulate stairs: Remain at Southwest stair tower – send a relay to the Principal of your location Southwest Stair tower to Southwest Exit Door #2	Anyone unable to ambulate stairs: Remain at Northwest or Southeast stair tower – send a relay to the Principal of your location Northwest Stair tower to Northwest Exit Southeast Stair tower to Main Entrance	25th Street Southwest Exit Main Entrance 26th Street Northwest Exit
213,214,215,216,	Anyone unable to ambulate stairs:	Anyone unable to ambulate stairs: Remain	25th Street

217,219,221	<p>Remain at Northwest stair tower – send a relay to the Principal of your location</p> <p>Northwest Stair tower to Northwest Exit</p> <p>Door #3</p>	<p>at Southwest or Southeast stair tower – send a relay to the Principal of your location</p> <p>Southwest Stair tower to Southwest Exit</p> <p>Southeast Stair tower to Main Entrance</p>	<p>Southwest Exit</p> <p>Main Entrance</p> <p>26th Street</p> <p>Northwest Exit</p>
<p>220,222,223,225, Vocal & Instrumental Music</p> <p>231, Observation, all southeast offices (Conference Room, Resource Room, Social Work, Teachers Work Room, Assistant Principals Upstairs Office/Password)</p>	<p>Anyone unable to ambulate stairs: Remain at Southeast stair tower – send a relay to the Principal of your location</p> <p>Southeast Stair tower to Main Exit</p> <p>Door #1</p>	<p>Anyone unable to ambulate stairs: Remain at Northwest or Northeast stair tower – send a relay to the Principal of your location</p> <p>Northwest Stair tower to Northwest Exit</p> <p>Northeast Stair tower to Northeast Entrance</p>	<p>25th Street</p> <p>Southwest Exit</p> <p>Main Entrance</p> <p>26th Street</p> <p>Northwest Exit</p>

TORNADO ROUTES

For

SCHOOL # 42

ROOMS:	EVACUATION ROUTE:	ALTERNATE ROUTE:	ASSEMBLY POINT:
Rooms 102, 104, 106, 107, 108, Clinic, Office, Parent Center	Use hallway outside room		
Rooms 109, 110, 111, 112, 113, 115, 117, 118 (Media Center), 119, 120, 121, 122, 123, 125	Use hallway outside room		
Custodial Areas, Gymnasium, Locker Rooms	Use hallway by Custodial/Locker Rooms, Exit 5		
Cafeteria	Due to the large volume of children held in the cafeteria, teachers should pick up their classrooms and escort the children to their designated classroom areas	Assist in any way possible getting the children to an interior wall Children should not be positioned opposite or underneath windows	
Basement	Remain in this area		
Rooms 209, 210, 211, 212	Exit Southwest stairway: Use the southwest		

	hallway and the front south hallway		
Rooms 213, 215, 216, 217 (Art), 219, 221	Exit northwest stairway: Use the hallways around the media center		
Rooms 220, 222, 223, 225, 231, Vocal music, Instrumental music	Exit northeast –Main-stairway: Use hallway by Custodial/Locker Rooms, Exit 5	Move to available areas in Grade-2 hallway and main office hallway to avoid over congestion.	
Guidance, Multipurpose, Conference, all offices, Teachers' Lounge	Exit northeast-Main-stairway: Use the hallway around the Cafeteria		

LOCATION OF UTILITY SHUT OFF (SEE MAP)

The Boiler Room downstairs in the Custodian's Room

(Northeast Corner of the building)

Gas Shut Off

Electricity Box

Water Shut Off

LOCATION OF SPECIAL POPULATIONS

Location of Special Populations and how they will be supported:

Special Populations are located in all areas of the building at any given time.

Evacuation areas are the tops of the stairwells in the event that this population is on the second floor of an evacuation situation.

Staff members who are not in direct supervision of students need to assist teachers who house special population.

Mr. Akers Jr and Mrs. Day will give instructions to assisting staff as to how these special populations can be accommodated.

- Wheel brakes locked
- Secure positions
- Proper Protection

CONTACT LIST OF COMMUNITY HELPERS

American Red Cross 317-684-4377

Barnes United Methodist Church 317-923-9197

Flanner House 317-925-4231

Center for Leadership Development 317-923-8111